

1994

# Center for Psychological Studies Catalog 1994-1995

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N O V A   S O U T H E A S T E R N  
U N I V E R S I T Y

# Center for Psychological Studies

C A T A L O G

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# Center for Psychological Studies

C A T A L O G

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Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. The University is chartered by the State of Florida. The Center for Psychological Studies' doctoral and internship programs are accredited by the American Psychological Association. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

The information contained in this bulletin is effective through June 30, 1995. Nova Southeastern's administration reserves the right to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

**Nova Southeastern University**  
**Center for Psychological Studies**  
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## President's Message

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted "even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes expertise, ethical sensibilities, and commitment to furthering professional and societal values but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse manner.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.



## Dean's Message



Through the Community Mental Health Center, relevant training opportunities are provided in both research and practice. Students and faculty are actively involved with the Community Mental Health Center, attempting to better understand contemporary problems while providing the highest quality of service to the community. The tripartite mission of the Center—training, research, and service—is well integrated so that training in research and service delivery is socially relevant and of the highest quality. Research activities within the Center are applied, focusing upon pressing social and community problems. Programs provided to the community are offered by nationally recognized authorities who are experts in the most current and sophisticated treatments available.

The Center is unique in that it offers two APA-accredited programs in clinical psychology and master's programs in Mental Health Counseling and School Guidance and Counseling and manages a comprehensive Community Mental Health Center. The Psy.D. (doctor of psychology) program provides greater emphasis on training professionals to do service, while the Ph.D. (doctor of philosophy) provides greater emphasis on applied research. These programs educate students to provide a range of psychological services to a wide spectrum of people in need—from pediatric to gerontological, from individuals with acute problems in living to people who are seriously disturbed.

For a discipline and a profession to advance there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to clinical needs; clinical services must reflect the advances put forth by research.

The Center has evolved as a national leader in providing educational experience, advancing an understanding of human behavior, and providing clinical services to the public. The future will see our development as we continue to make significant contributions to our community and society.

Frank A. De Piano, Ph.D.  
Dean, Center for Psychological Studies





# Nova Southeastern University

**NOVA SOUTHEASTERN UNIVERSITY** is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in health professions, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center provides a spectrum of family related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

The University's centers and programs share a common mission to educate students for leadership roles in a variety of professions, such as law, education, psychology, medicine, optometry, pharmacy, and allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Southeastern Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers

programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approving for Veterans Training, Florida Department of Veterans Affairs. The University is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University's general policies on student relations are on file in the Office of the University Registrar.

## **Mission Statement**

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

## Center for Psychological Studies

The Center for Psychological Studies, organized in 1967, is committed to providing the highest-quality educational experience to current and future psychologists and mental health and counseling professionals. This training experience provides individuals with a sophisticated understanding of psychological research and the delivery of the highest-quality mental health care.

The Center's commitment to training in the area of psychological research and treatment for emotional and psychological problems confronts one of the greatest challenges facing modern man. No problems place greater demands on our wisdom, creativity, and expertise than those associated with human adjustment to our ever-changing world. To this end, our programs educate students to provide a range of psychological services to a wide spectrum of people in need—from pediatric to gerontological clientele, from individuals with normal problems in living to those who are seriously disturbed.

Also referred to as the School of Psychology, the Center is uniquely organized so that one faculty, full time and adjunct, serves all programs. Access to all of the specialty interests and clinical skills of over 30 full-time faculty members is available to all students in the school. Nova Southeastern University's Center for Psychological Studies seeks to create the advances in clinical training, research, and service for the psychology of tomorrow.





## **Academic Programs**

### **Doctoral Programs in Clinical Psychology**

The Center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association. Each program prepares students for the practice of clinical psychology. The doctor of philosophy also provides preparation for academic and research activities. Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs are full-time, on-campus programs with a 3-year residency requirement. The doctoral programs typically require a minimum of 4 years of postbaccalaureate study, along with the completion of a dissertation (Ph.D.) or directed study: research (Psy.D.) and a 2,000-hour predoctoral clinical internship.

### **Master of Science Programs**

The master's degree in mental health counseling is intended to provide education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This master's program is offered either on campus in a semester format or at one of the field-based locations in a weekend format. At the present time, there are field-based programs offered in Florida at Clearwater, Coral Springs, Fort Myers, Gainesville, Jacksonville, Melbourne, Miami, Orlando, Palm Beach, and Tampa.

The master's degree in school guidance and counseling is designed to provide training to individuals seeking positions as guidance counselors in school systems. At this time, the program is offered in limited locations (see section on master's programs).

## **Postdoctoral Training**

### **Postdoctoral Institute of Psychotherapy and Psychoanalysis**

The Institute offers formal training in intensive psychotherapy for mental health professionals with earned doctorates. The program consists of training in didactic work, personal analysis, and supervised case analysis. The format of the program permits the working professional to complete the required activities with minimal interference in his or her professional activities.

### **Postdoctoral Program in Psychopharmacology**

The postdoctoral training program in psychopharmacology is designed to advance clinical skills in the treatment and management of medicated clients suffering from emotional problems or mental disorders. This is a two-part program consisting of didactic and practicum components.

Additionally, this program is designed to promote the understanding of the psychobiological processes in medicated patients. It will also emphasize the special psychotherapeutic requirements that relate to the combined therapeutic approach and to the medicating process. The program addresses methods of achieving a high level of interdisciplinary cooperation, managing transference issues, and resolving conflict among health care providers.

## **Postdoctoral Residency Training Program.**

The postdoctoral residency program offers an organized training experience in an area of professional psychology. Depending on interests and available positions, postdoctoral residents receive advanced training and supervised experience in Nova Southeastern University Community Mental Health Center. The postdoctoral residency program is designed to meet eligibility requirements for licensure in the state of Florida and to provide psychological residents with training experiences in a variety of areas. Residency positions may vary in emphasis, including research, practice, administration, and supervision.

## **Southeast Institute for Cross-Cultural Counseling and Psychotherapy**

The Institute promotes the assessment and counseling procedure geared to meet the challenge of burgeoning diversity in schools and post secondary institutions through training, research, continuing education, and communication across disciplines. Various trends in dynamic assessment to integrate the principal advances in testing of minorities is addressed.

## **Continuing Education Program**

The Center offers the community a series of continuing education workshops each year featuring nationally renowned presenters. The Center for Psychological Studies is approved by the American Psychological Association and the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling and the Florida Board of Nursing to offer continuing education credits to participants. Credits for attendance can be applied to Florida requirements for relicensure and are often accepted by other state licensing boards.

## **Respecialization Training Program**

Through the Ph.D. and Psy.D. curricula in clinical psychology, the Center provides training for psychologists who wish to change their specialties in accordance with the recommendations adopted by the American Psychological Association Council of Representatives. A program of study is individually designed to meet the unique backgrounds and requirements of each student. While completion of the program should satisfy the licensure requirements of most states, it is the student's responsibility to ensure that training meets the requirements of the state in which licensure may be sought.

## **Other Training Programs**

### **Internship Program**

The Center's Community Mental Health Center is approved by the American Psychological Association as a predoctoral internship site. Six full-time interns are selected each year from a nationwide pool of applicants to participate in supervised clinical experience, training meetings and seminars, and special areas of concentration.

## **Research**

Research in the Center is supported by extensive computer facilities, including mainframe, workstations, and microcomputer environments and consultative services.

In addition to training individuals to provide care and treatment for those with psychological problems, the Center is equally committed to encouraging sophisticated applied research. The Center is distinguished by its special commitment to clinical research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, every doctoral student engages in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Examples of research in which the Center is currently engaged are the following:

Anxiety disorders	Hypnosis
Applied behavioral analysis	Marital and family systems
Assessment of minority students	Multicultural education
Child-clinical psychology	Neuropsychology
Clinical biofeedback	Pediatric psychology
Developmental disabilities	Psychoanalytic therapy
Dual diagnosis	School phobia
Interpersonal violence	Sexual abuse
Geriatric mental health	Social-clinical psychology
Health psychology	Stress disorders
	Substance abuse

## **Computer/Statistical Lab**

The Center maintains a lab service, staffed by a postdoctoral consultant and advanced graduate students, that provides methodological, statistical, and computing consultation to faculty and students engaged in research.

## **Anna and Maxwell Maltz Institute**

The Institute was founded in 1985 through a grant from Anna Maltz to commemorate the work of her husband, Dr. Maxwell Maltz. It is dedicated to research and education on self-concept, self-esteem, and self-regulation. The Institute also serves as a vehicle for generating funds to support the Center, particularly its planned new building.

# Service

## Nova Southeastern Community Mental Health Center

### Outpatient Services

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Health and Rehabilitative Services (HRS), Broward County, Nova Southeastern University, and United Way. Services are available to all residents of western Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying handicap, religion or creed, sexual orientation or national or ethnic origin. Over 3,300 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

Case management  
Child/adolescent therapy  
Community education  
Consultation/education  
Crisis management  
Group therapy

Individual therapy  
Marital/family therapy  
Medication management  
Psychiatric evaluation  
Psychological evaluation  
Screening/referral

The clinical staff consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education. The Community Mental Health Center maintains clinic sites on the main campus and in nearby Coral Springs and Lauderdale Lakes.

Within the Community Mental Health Center, students receive practicum training. More than 90 doctoral practicum slots, together with six internship placements, are provided for students at the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by staff of the clinics and by faculty.

### Special Clinical Services

**Anxiety Treatment Program.** The Anxiety Treatment Program provides assessment and treatment services to children, adolescents, and adults with anxiety disorders, including anxiety-based school refusal, obsessions and compulsions, generalized anxiety, panic attacks, stress reactions, and specific fears and phobias. Treatment will include but not be limited to cognitive-behavioral therapy (individual and group). Psychiatric assessments (including medication evaluation) are available when indicated.

**Brief Psychotherapy Program.** The Brief Psychotherapy Program provides time-sensitive, focused psychotherapy to adults with a wide range of psychological conditions. Flexible treatment methods are used to help individuals make changes in the shortest time possible. Individual, family, and/or group therapy is provided by staff and trainees.



**Child and Adolescent Depression Program.** This program provides comprehensive diagnostic assessment and treatment of child and adolescent affective disorders, including major and minor depression, dysthymia, mania and hypomania, and atypical affective disorders. Treatments include but are not limited to cognitive/behavioral and interpersonal psychotherapy. The program focuses on developing and evaluating new modes of treatment and comparing the efficacy of short, intermediate, and long-term therapies. Behavioral interventions will be combined with psychotropic medications when indicated.

**Child and Adolescent Program for the Seriously Emotionally Disturbed (CAPSED).** The Child and Adolescent Program for the Seriously Emotionally Disturbed offers treatment and assessment for children and adolescents (3-21 years) who have psychotic disorders. These patients have a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, poor social and daily living skills, and restricted, inappropriate or labile affect. Psychotic diagnosis may include schizophrenia, schizophreniform disorder, bipolar disorder, affective disorders with psychotic features, schizo-affective disorder, psychotic disorder N.O.S. etc. Treatment comparison research with these special patients is being conducted.

**Clinical Biofeedback Program.** Located at all clinic sites, this unit was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints, including tension and migraine headaches, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training in these techniques is offered to students through courses, practicum, and research opportunities.

**Community Support Program.** The Community Support Program provides a variety of treatment services to consumers with severe and persistent mental illness. People with schizophrenia, major affective disorders, and other major psychiatric conditions receive case management services, medication management, and a variety of psychotherapeutic services including individual, group, and/or family therapy. Services may be provided both in the office or in non-traditional settings in the community.

**Dual Diagnosis Program.** This program provides clinical and case management services to clients who have a substance abuse/dependency problem, in addition to a major psychiatric condition. The program offers services at all clinic sites, including consultation and evaluation, individual and group therapy, and substance abuse education. Group sessions vary from a structured psychoeducational modality to a process oriented group, depending on clients' needs and level of functioning. Family sessions are provided when possible.

**General Child and Adolescent Program.** This program provides comprehensive assessment and treatment services to children, adolescents, and their families. Clients range from children with initial symptoms of emotional disturbance to children who are so disturbed they require residential treatment.

**Intensive Psychodynamic Psychotherapy Program.** This program provides diagnostic and indepth treatment services to adults and adolescents with moderate to severe characterological disorders who would benefit optimally from more intensive treatment. Treatment emphasizes the

use of a variety of techniques including ego-psychology, self-psychology, object relations and others.

**Interpersonal Violence Clinical Research Program.** The specialized Interpersonal Violence Clinical Research Program provides high-level service through the Nova Southeastern University clinic system. The program provides clinical training experience to doctoral students in the area of interpersonal violence. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Other requirements include maintaining client records and participation in supervision and other training experiences. Although the practicum experience focuses on the problem of interpersonal violence, intervention procedures address a broad base of individual, couple, and family clinical issues. Up to nine practicum students are placed within the program each year. The Interpersonal Violence Program also maintains a clinical research component.

**The Project for a Safe Family Environment (SAFE),** part of the Interpersonal Violence Program at Nova Southeastern University, is a broad-spectrum, home-based, ecobehavioral assessment and intervention designed for families: (1) characterized by some form of child maltreatment (physical abuse, sexual abuse, neglect), or (2) at high-risk for child maltreatment. SAFE focuses on the entire family unit and its relationship with multiple outside stressors (the family ecosystem). Intervention involves application of multiple treatment components that focus on the individual child, family, and the stressors in the family ecosystem. SAFE is goal-oriented, empirically based, and designed to impact on the wide range of areas of potential dysfunction or deficit. Specific SAFE components include: (1) parent-child relationship enhancement, (2) stress reduction, (3) relaxation training, (4) anger control, (5) basic skills training, (6) problem solving, (7) nutrition, (8) behavioral pediatrics, and (9) home safety skills.

**Nova Southeastern Community Program for Older Adults (NCCOA).** This program was designed to fulfill three major goals: 1) provide outpatient psychotherapy to residents in the community (at two locations: Lauderdale Lakes Clinic and Fair Oaks Hospital) who are 55 and over and deliver services to individuals who are visually impaired through NCCOA Outreach Program at the Fort Lauderdale Lighthouse for the Blind; 2) train pre-doctoral and post-doctoral clinical psychologists in the nuances of assessment, consultation, and treatment of older ambulatory residents of the community; 3) carry out clinical research that identifies the unique features of psychological disorders. Clients served in this program may be experiencing anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment is designed to meet the unique needs of the older adult and consists of individual, group, family, and/or marital therapy. Treatment modalities include psychotherapy, behavior therapy, cognitive therapy, biofeedback, and self-help groups.

**Neuropsychological Program.** The Neuropsychology Service is a component of the Nova Southeastern University Health Psychology Center. The goals of the service are to diagnose disorders of the central nervous system, to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology, and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder,

or mental retardation; documentation of known cognitive deficits for litigation; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys. Students are assigned to the service for 12-month rotations. Training and experience are provided in diagnostic interviewing, conducting and interpreting of neuropsychological examinations, and report preparation.

**Pediatric Psychology Program (PPP).** The Pediatric Psychology Program provides specialized psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Psychological assessment and treatment services are available for depression and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness. Pain and fear management interventions are also available. Students can participate in both clinical service delivery (through practicum placement) and research.

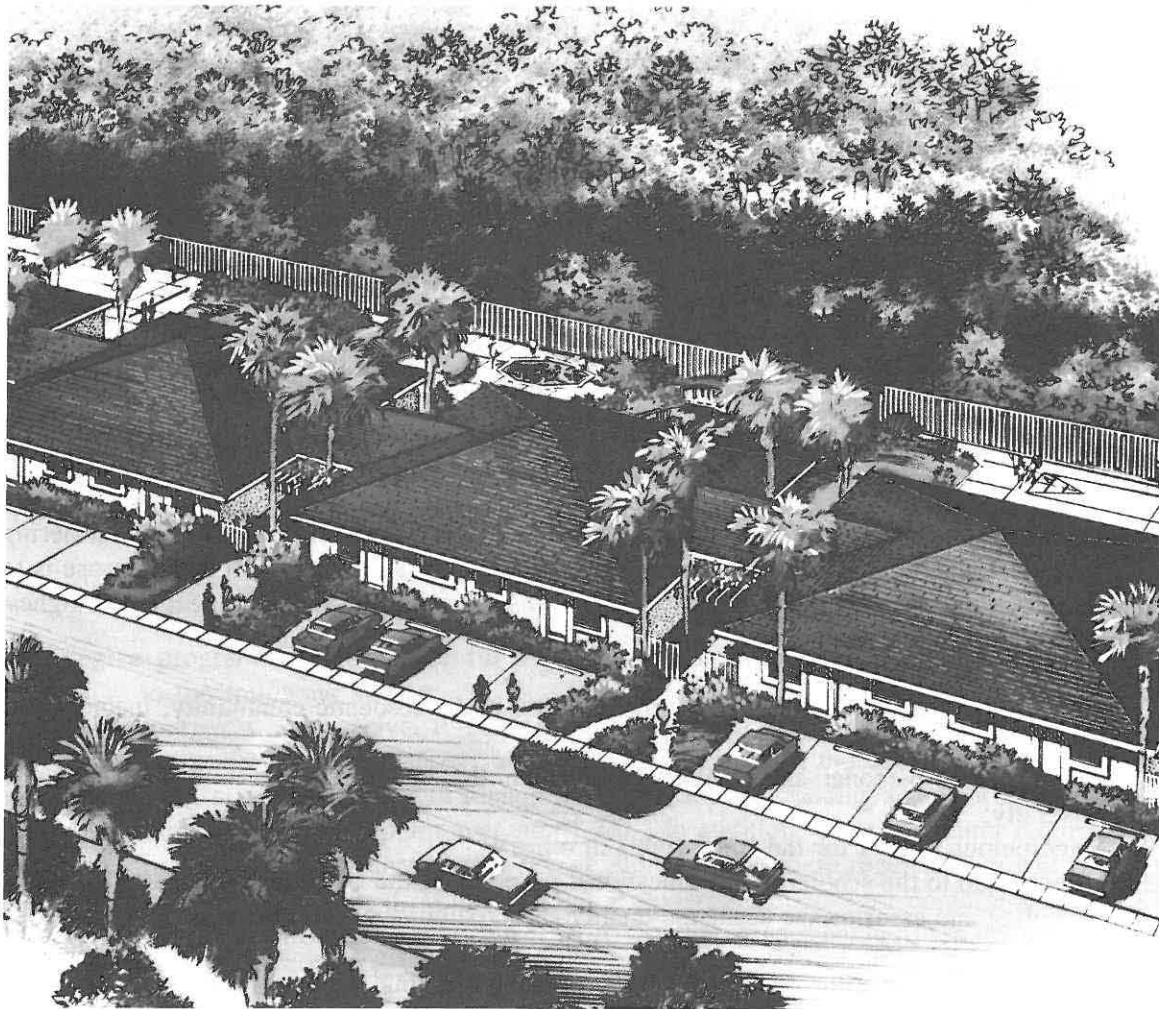
**Sexual Abuse Survivors Program.** The Sexual Abuse Survivors Program provides clinical services at all locations of Nova Southeastern University's Community Mental Health Center. The program serves adolescents and adults who were sexually abused as children and/or who suffer from dissociative disorders. Since dissociative disorders are a common result of childhood sexual abuse, the program accepts individuals with dissociative disorders for treatment even if they have no history or memory of sexual abuse. Available clinical services include psychological evaluation and testing, individual psychotherapy, group therapy, couples therapy, and family therapy. Up to six doctoral students receive clinical training in practicum placement at the program each year. Students can also participate in ongoing clinical research.

**Student Counseling Program.** The Student Counseling Program offers psychological support services for Nova College, the Shepard Broad Law Center, the students of the Health Sciences Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, substance abuse, eating disorders, etc. Counseling on academic issues is also offered; psychological testing is available. A stress inoculation program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.

## Geriatric and Residential Services

This program within Nova Southeastern University's Community Mental Health Center is publicly funded by the HRS and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Institute, a 62-bed facility located in Lauderhill, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation Program, located in Lauderdale Lakes and Hollywood, serves more than 200 clients annually. Here, clients participate in groups and classes, including art, music, and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. The Family Support Group meets each month and offers support, counseling, and information to families and friends of members.





# **Academic Regulations**

## **Student Handbooks**

All enrolled students receive a copy of a handbook that outlines all requirements, policies, procedures, and information deemed important. Copies of the most recent handbooks are on file and available for review by applicants.

## **Reservation of Power**

Nova Southeastern reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification of academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

## **Nondiscrimination**

Nova Southeastern University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

## **Code of Student Conduct and Academic Responsibility**

The University code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate in which all members of the University community can exercise their rights of membership.

Nova Southeastern University as a community of men and women is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill his or her potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community, including:

1. The rights of personal and intellectual freedom that are fundamental to the idea of a university;
2. A scrupulous respect for the equal rights of others;
3. A dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and

Center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution and those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct.

In addition, graduate students in psychology are expected to be knowledgeable about and conform to the letter and spirit of the ethical guidelines of their respective professions and to the provisions of Florida licensing laws. Copies of ethical guidelines are available from the Center for Psychological Studies. Academic conduct and supplementary standards are outlined in student handbooks.

**Hazing.** Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.

**Conduct Violations.** Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, at their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

**Appeals and Grievances.** The purpose of the student appeal and grievance procedure is to provide for the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. The student must first meet with the particular faculty member or administrator and attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the appropriate administrative office where an attempt at informal resolution will be continued. *This must be done within 30 days following the occurrence of the situation causing the appeal/grievance.* Should this process fail to bring about an acceptable resolution of the problem, the student must next request intervention through the dean of the Center for Psychological Studies.

## **Grading and Academic Standing**

All degree programs in the Center for Psychological Studies assign grades to course work according to the following system: A, B, C, and F, except for doctoral research or clinical practicum courses, which receive, P, F, or PR (in progress). A grade of I (incomplete) is given only under exceptional circumstances. All graduate programs in the Center for Psychological Studies require, at minimum, that to remain in good academic standing a student must maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist that are described in student handbooks. Failure to meet these requirements will result in academic probation or dismissal, as detailed in the student handbooks for doctoral and master's programs. Automatic dismissal will occur if more than two grades below B are recorded, if two grades of F are received, or if academic probation extends beyond one year. Automatic dismissal

will also occur in doctoral programs if the Clinical Competency Exam is failed a second time or if a grade of C or lower is received for internship.

## **Attendance**

Students are expected to attend all scheduled learning activities, including classes, lectures, and seminars. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the class.

## **Privacy of Records**

The University follows the regulations stipulated in *Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act—Student Records and Privacy*. The student has the right to seek access to his or her departmental files (e.g., admission, academic, clinical training records, practicum evaluation, and letters of recommendation) unless he or she has signed a waiver relinquishing such rights. This request must be made in writing. The full text of this policy appears in the student handbook.

## **Direct Payment to Faculty**

Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

# **Student Services**

## **Financial Aid**

Nova Southeastern University offers a comprehensive program of financial aid to assist students in meeting educational expenses, such as tuition, fees, and books, as well as indirect expenses for such things as food, clothing, room and board, and transportation.

The primary responsibility to pay for education will rest with the student and his or her family. Need-based financial aid is available to "fill the gap" between the cost of education and the amount that the family can reasonably be expected to contribute. The family's ability to pay is determined by performing a needs analysis based on the family's income and asset information. Other types of aid, which are not based on need, may also be available.

With the exception of academic scholarships, students must meet the following criteria in order to be eligible to apply for aid: Be a U.S. citizen or be in the United States for other than a temporary purpose; be accepted into an eligible degree-seeking program; and be enrolled on at least a half-time basis. Students who meet these criteria and need assistance to cover college expenses should apply for student aid. The following is a list of the student aid programs available at Nova Southeastern:

## **Scholarships**

**Institutional Scholarships.** The Center for Psychological Studies maintains a limited amount of scholarship funds for students exhibiting special needs. **The Max Hutt scholarship is awarded to students whose studies and research are in dynamic psychology.** Some funds are designated for minority students with demonstrated financial need. For more information, contact the Office of the Dean.

**Seminole and Miccosukee Indian Scholarships.** Grants of up to \$2,000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the higher education committee of either tribe.

## **Loans**

**Stafford Loan.** The Guaranteed Student Loan program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is 8%. Graduate students are eligible to borrow up to \$8,500 per year (effective October, 1993). Repayment begins 6 months after the student leaves school or drops below half time.

**The Perkins (NDSL) Loan.** The NDSL loan program offers long-term educational loans to students enrolled at least half time. Eligibility is based on financial need. Repayment begins 6 to 9 months after the student leaves school.

**Supplemental Loan for Students.** The SLS loan program provides non-need-based loans to independent students. The annual maximum loan limit is \$4,000. Repayment begins 30 to 60 days after the loan is disbursed; however, principal payments may be deferred while the student is enrolled full time. The interest rate is variable, but will not exceed 12%.

**Health Education Assistance Loans.** The HEAL program offers federally insured student loans to students enrolled full time in the Psy.D. or Ph.D. program. Students may borrow a maximum of \$12,500 per year. The interest rate on HEAL loans varies according to 91-day U.S. Treasury bill rates. Students may defer payment while in school. However, interest will accrue during enrollment periods.

## **Employment**

**Assistantships.** Assistantships are available for advanced doctoral students through the Center. Included are clinical positions within the various clinics, teaching assistantships, and research assistantships.

Contact the Office of the Dean for information regarding the availability of assistantships.

**College Work-Study.** Part-time jobs in the work-study program on campus are available for students demonstrating need. Generally, students work 15 to 25 hours per week. College work-study awards are based on financial need.

**Student Employment.** Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students through the Center. Several of the clinical position salaries are enhanced by tuition waivers.

### **Additional Information**

In order to be considered for financial assistance, students are required to complete the Free Application for Federal Student Aid (FAFSA), the Nova Southeastern financial aid application, as well as other financial aid documents upon request. Application deadlines may be obtained from the Office of Student Financial Aid. It is important for applicants to apprise themselves of priority deadlines.

For more information and application forms, contact:

Office of Student Financial Aid  
Nova Southeastern University  
3301 College Avenue  
348 Parker Building  
Fort Lauderdale, Florida 33314  
(305) 475-7411, or toll free (800) 522-3243, Ext. 7411

### **Veterans' Benefits**

All programs described in this bulletin are approved for the training of veterans and other eligible persons by the Bureau of the State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact:

Coordinator of V.A. Benefits  
Office of the University Registrar  
Nova Southeastern University  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 370-5685 or toll free (800) 541-6682, Ext. 5685

All students will be provided a written progress/grade report at the end of every evaluation period. A copy will be placed in the student's permanent file maintained by the school.



## **International Students**

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. Foreign nationals who are residing outside the United States at the time of application and whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language. For further information, contact:

International Student Advisor  
Nova Southeastern University  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 370-5695 or toll free (800) 541-6682, Ext. 5685

## **Housing**

Housing is available on the main campus. One- and two-bedroom furnished apartments are available for graduate and married students without children.

Utilities, basic cable TV, local phone service, and central air conditioning are included in the housing rates. Housing availability is limited. Applicants are encouraged to apply early. Interested students are invited to obtain further information from:

Office of Residential Life  
Nova Southeastern University  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7052 or toll free (800) 541-6682, Ext. 7052

## **Students with Disabilities**

Nova Southeastern University provides services to meet the needs of students with disabilities. Doctoral students with any special needs should contact Bernard Eingold, Ph.D., (305) 475-7019. Master's students with special needs should contact Joyce H. Silverman, M.S., (305) 475-7570.

## Academic Calendars

All **on-campus** academic programs are offered by the Center for Psychological Studies during the regular academic year, which is divided in two semesters. In addition, up to two summer sessions are offered.

### Fall 1994

Thur.-Fri.	Aug. 11-Aug. 12	Registration and advisement for on-campus master's students.
Fri.	Aug. 26	Orientation and registration for new doctoral students.
Tues.	Aug. 23, 24, 25, 29	Registration for doctoral students.
Mon.	Aug. 29	Classes begin.
Mon.	Sept. 5	Labor Day; University offices closed.
Tues.	Sept. 6	Rosh Hashannah; University offices closed.
Fri.	Sept. 9	Last day for adding classes.
Thur.	Sept. 15	Yom Kippur; University offices closed.
Mon.-Tues.	Nov. 10-11	Registration and advisement for on-campus master's students for Winter, 1995.
Thur.-Fri.	Nov. 24-25	Thanksgiving Day; University offices closed.
Fri.	Dec. 16	Fall semester ends.
Mon.	Dec. 26	University offices closed in observance of Christmas.
Mon.	Jan. 2	University offices closed in observance of New Year's Day.

### Winter 1995

Tues.	Jan. 3	Classes begin.
Mon.	Jan. 16	University offices closed in observance of Martin Luther King Jr., Day.
Mon.-Fri.	Feb. 27-Mar. 3	SPRING BREAK
Thurs.	March 16-17	Registration and advisement for on-campus master's students for Summer 1995, Term I.
Fri.	April 14	Good Friday; University offices closed.
Fri.	April 21	Winter semester ends.

### Summer 1995 - Term I

Mon.	May 1	Classes begin.
Mon.	May 29	Memorial Day; University offices closed.
Fri.	June 23	Summer session ends.*

### Summer 1995 - Term II

Mon.	June 26	Classes begin.
Tues.	July 4	Independence Day; University offices closed.
Fri.	Aug. 18	Summer session ends.

\*Master's program practicum is extended to 12 weeks.

Field-based master's program courses are scheduled from August through June. All official University holidays are observed. Fall orientation and registration for new field-based master's students will be held August 11-12, 1994. Winter orientation and registration for new field-based master's students will be held November 10-11, 1994.

## **Doctoral Programs**

## Doctoral Programs

By offering both the doctor of psychology (Psy.D.) and the doctor of philosophy (Ph.D.) degrees, the Center for Psychological Studies demonstrates its commitment to train psychologists both as researchers and as practitioners. While other programs train students in research and practice, the Psy.D. program is based on a *practitioner-scientist* model and the Ph.D. program is based on a *scientist-practitioner* model. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model.

Beyond the required courses and experiences of each doctoral program, the development of individual interests in psychology is provided for through elective course offerings. The electives contribute to the growth and development in a variety of areas, such as family therapy, child clinical psychology, cross-cultural counseling, family violence, neuropsychology, psychoanalytic psychotherapy, applied analysis of behavior, gerontology, and others. The electives provide flexibility for students in pursuing their specialized interests.

The Center's faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

### Ph.D. Program

The program leading to the doctor of philosophy (Ph.D.) degree in clinical psychology is founded on the principle that psychology is an empirically-based discipline. The program supports the proposition that clinical psychology will contribute most to society if the education of the clinical psychologist provides for the acquisition of the roles of both the scientist and the practitioner. The focus of the program is on the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis on the development of sophistication in *applied* clinical research. It is believed that only through the investigation of the psychological problems confronting contemporary men, women, and children can our society gain the knowledge needed to provide solutions. Much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. From this base, through a sequence of formal field-related courses and graded exposure to clinical populations in supervised practicum, the program imparts the knowledge and skill required for the student to assume the role of academician, researcher, and practicing clinical psychologist.

Graduates of the program are providing psychological services in a number of settings. Some have chosen to work in academic settings, others in medical schools and institutions, and still others as clinicians and agency administrators.

## **Psy.D. Program**

Traditionally, the training model for clinical psychologists has focused on the graduate student as scientist first and practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional practitioner-scientist model. This model was officially accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

The primary goal of the doctor of psychology program (Psy.D.) is to offer academic, practicum, internship, and research experiences directly relevant to the practitioner aspect of training psychologists. The training retains the important scientific base upon which professional competence and knowledge rest. Through a carefully planned curriculum, students become adept in the administration and assessment of cognitive and projective tests. Clinical expertise is molded by a sequence of therapeutic theory and technique courses, supplemented by practicum experiences with clients in a variety of settings under intensive supervision. The Psy.D. degree, through its curriculum, expertly trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, teachers, or administrators of human service programs, as well as consumers of research. The degree of expertise in these various specialties is contingent upon individuals' educational concentrations and training exposures, as well as their career aspirations.



# Doctoral Academic Policies

## Registration

All students must be in full-time residence for 3 academic years, excluding summer sessions, to be eligible for the doctoral degree. This requirement, which is independent of the number of transfer credits the student may receive, is defined as completion of a minimum of nine semester hours of course work per semester. All enrolled students must be in continuous registration every fall and winter semester until they receive their degree.

## Transfers Between Programs

It is the policy of the Center for Psychological Studies that doctoral students in clinical psychology should preselect either the Psy.D. or the Ph.D. program prior to making application for admission. The programs are distinctive in focus, and it is hoped that student applicants will be able to discriminate between them and make an appropriate choice.

From time to time, special situations may occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and believe they would function better in the other one. While not encouraging interprogram transfers, the Center recognizes that such transfers must sometimes be considered.

Formal requests for transfer should be made through the office of the Director of Academic Affairs. Materials to be reviewed by faculty members include the student's folder in the current doctoral program and two current letters of recommendation from Nova Southeastern faculty.

Students will not receive transfer credit for required courses taken in their original doctoral program which are at a lower level than those required in their new program (i.e., no credit for *Theories of Intervention* or *Personality Assessment* when transferring to the Psy.D. program or *Intermediate Statistics* when transferring to the Ph.D. program).

## Time Limits

All students are expected to complete their program and graduate within 8 years from the time of first registration. This means that the student is expected to graduate with the doctoral degree within this period of time.

In the event that a student does not complete all requirements within the eight-year time limit, he or she must enroll in the Center and must:

1. Maintain full-time status and residency.
2. Complete nine credits, on campus, each semester excluding summer sessions, to include:
  - a. Three credits of Continuing Directed Study: Research or Dissertation depending upon the student's program.
  - b. Six credit hours from the current curriculum, required or elective, in therapy, assessment, general and/or practicum courses.

3. Register for Dissertation or Continuing Directed Study: Research during summer sessions if work being conducted requires committee member time or if the dissertation proposal or final defense takes place.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements, unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other program, Center, and University requirements will be in effect.

### **Evaluation of Doctoral Students**

Each student is evaluated on a number of occasions while enrolled in the program, including during the clinical competency exam and while on internship. The purpose of such evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high-quality standards for the profession of psychology.

### **Doctoral Curricula**

Doctoral students must complete a minimum of 100 (Psy.D.) and 101 (Ph.D.) credits, including a one-year internship, to be eligible for the degree. Courses are taken in general psychology, assessment, intervention, and methodology. Some courses have specific prerequisite requirements that students must meet. These should be checked to ensure compliance. In addition, there are required practicum, intern, and research experiences. The following pages outline the Psy.D. and Ph.D. curricula.

ENTRY FALL, 1994			NOVA SOUTHEASTERN UNIVERSITY CENTER FOR PSYCHOLOGICAL STUDIES		
PSY.D. PROGRAM			REQUIRED COURSES AND THEIR PREREQUISITES		
FIRST YEAR FALL SEMESTER		PREREQUISITES	CR	THIRD YEAR WINTER SEMESTER	
1403	ADULT PSYCHOPATHOLOGY		3	3702	CLINICAL PRACTICUM IV
1405	DEVELOPMENTAL: CHILD & ADOLESCENT		1.5	3704	SUPERVISION IV
1407	DEVELOPMENTAL: GERONTOLOGY		1.5	5890	DIRECTED STUDY: RESEARCH
1409	PROFESSIONAL ISSUES & ETHICS		1		
1501	ASSESSMENT: INTELLIGENCE TESTING		3		
1703	PRE-PRACTICUM I		1		
1801	RESEARCH DESIGN		3		
FIRST YEAR WINTER SEMESTER				FOURTH YEAR FALL SEMESTER	
1408	CHILD & ADOLESCENT PSYCHOPATHOLOGY	1405	3	5890	DIRECTED STUDY: RESEARCH
1502	ASSESSMENT: INTERVIEWING		2		
1506	BEHAVIORAL ASSESSMENT		1.5	FOURTH YEAR WINTER SEMESTER	
1508	OBJECTIVE PERSONALITY ASSESSMENT		1.5	TO BE USED TO COMPLETE REMAINING CURRICULUM REQUIREMENTS	
1606	COGNITIVE/BEHAVIOR THERAPY		1.5	FIFTH YEAR	
1608	CROSS CULTURAL COUNSELING		1.5	5700	INTERNSHIP
1704	PRE-PRACTICUM II	1703	1	(1 CR PER SEMESTER FALL AND WINTER)	
SECOND YEAR FALL SEMESTER				REQUIRED CREDITS	
2403	PSYCHOBIOLOGY		3	73	
2503	PROJECTIVE PERSONALITY ASSESSMENT	1501-2-6-8	3	TOTAL DEGREE CREDITS (REQUIRED, ELECTIVES AND SPECIAL CLINICAL TOPICS) 100	
2601	DYNAMIC THERAPY		1.5	ELECTIVES AND SPECIAL CLINICAL TOPICS MAY BE TAKEN IN ANY SEMESTER PROVIDED THAT PREREQUISITES HAVE BEEN SATISFIED.	
2603	SYSTEMS/FAMILY THERAPY		1.5	PREREQUISITES FOR ASSESSMENT AND INTERVENTION ELECTIVES ARE MINIMALLY, COMPLETION OF REQUIRED COURSE IN SPECIFIC AREA OF THE ELECTIVE.	
2701	CLINICAL PRACTICUM I	1403-5-7-8-9, 1501-2-6-8		FOR EXAMPLE (Not limited to those electives listed below):	
		1606-8, 1703-4	3	1508: OBJECTIVE PERSONALITY ASSESSMENT FOR 4503: MMPI	
2703	SUPERVISION I		1	2601: DYNAMIC THERAPY FOR ALL DYNAMIC THERAPY ELECTIVES	
SECOND YEAR WINTER SEMESTER				2603: SYSTEMS/FAMILY THERAPY FOR ANY MULTI-CLIENT THERAPY ELECTIVE	
2404	SOCIAL/COGNITIVE BASES OF BEHAVIOR		3	<u>ELECTIVES</u>	
2406	PSYCHOPHARMACOLOGY		1.5	9 CREDITS INTERVENTION	
2604	CHILD & ADOLESCENT INTERVENTION	1408	1.5	12 CREDITS FREE	
2702	CLINICAL PRACTICUM II	2701-3	3	<u>SPECIAL CLINICAL TOPICS</u>	
2704	SUPERVISION II	2703	1	INCLUDES SUCH TOPICS AS: SUBSTANCE ABUSE, VICTIMIZATION (FAMILY VIOLENCE, RAPE), CHRONICALLY MENTALLY ILL, HUMAN SEXUALITY.	
2806	INTERMEDIATE STATISTICS WITH LAB		4	6 CREDITS SPECIAL CLINICAL TOPICS	
THIRD YEAR FALL SEMESTER					
3501	INTEGRATED REPORT	2503	3		
3601	CASE CONCEPTUALIZATION	1606-8, 2601-3-4			
		2702-4	3		
3701	CLINICAL PRACTICUM III	2503, 2702-4	3		
3703	SUPERVISION III	2704	1		

ENTRY FALL, 1994

## NOVA SOUTHEASTERN UNIVERSITY CENTER FOR PSYCHOLOGICAL STUDIES

## PH.D. PROGRAM

## REQUIRED COURSES AND THEIR PREREQUISITES

FIRST YEAR FALL SEMESTER			PREREQUISITES	CR	THIRD YEAR WINTER SEMESTER			PREREQUISITES	CR
1403	ADULT PSYCHOPATHOLOGY			3	3702	CLINICAL PRACTICUM IV		3601,3701-3	3
1405	DEVELOPMENTAL: CHILD & ADOLESCENT			1.5	3704	SUPERVISION IV		3703	1
1407	DEVELOPMENTAL: GERONTOLOGY			1.5	3804	MAJOR PAPER		1803-4, 2803-4	3
1409	PROFESSIONAL ISSUES & ETHICS			1					
1501	ASSESSMENT: INTELLIGENCE TESTING			3					
1703	PRE-PRACTICUM I			1					
1801	RESEARCH DESIGN			3					
1803	RESEARCH PRACTICUM I			1					
FIRST YEAR WINTER SEMESTER					FOURTH YEAR FALL SEMESTER				
1408	CHILD & ADOLESCENT PSYCHOPATHOLOGY	1405		3	5850	DISSERTATION			6
1502	ASSESSMENT: INTERVIEWING			2					
1602	THEORIES OF INTERVENTION			3					
1608	CROSS CULTURAL COUNSELING			1.5					
1704	PRE-PRACTICUM II	1703		1	5850	DISSERTATION			6
1804	RESEARCH PRACTICUM II			1					
SECOND YEAR FALL SEMESTER					FOURTH YEAR WINTER SEMESTER				
2403	PSYCHOBIOLOGY			3					
2505	PERSONALITY ASSESSMENT	1501-2		3					
2701	CLINICAL PRACTICUM I	1403-5-7-8-9, 1501-2							
		1602-8, 1703-4		3					
2703	SUPERVISION I			1					
2803	RESEARCH PRACTICUM III			1					
2807	ADVANCED STATISTICS			3					
SECOND YEAR WINTER SEMESTER					FIFTH YEAR				
2404	SOCIAL/COGNITIVE BASES OF BEHAVIOR			3	5700	INTERNSHIP	ALL COURSE WORK		2
2406	PSYCHOPHARMACOLOGY			1.5		(1 CR PER SEMESTER FALL AND WINTER)			
2702	CLINICAL PRACTICUM II	2701-3		3					
2704	SUPERVISION II	2703		1					
2804	RESEARCH PRACTICUM IV			1					
2808	MULTIVARIATE STATISTICS I WITH LAB	2807		4					
THIRD YEAR FALL SEMESTER					<b>REQUIRED CREDITS</b>				
3601	CASE CONCEPTUALIZATION	1602-8, 2702-4		3	<b>86</b>				
3701	CLINICAL PRACTICUM III	2505, 2702-4		3	<b>TOTAL DEGREE CREDITS (REQUIRED, ELECTIVES AND SPECIAL CLINICAL TOPICS) 101</b>				
3703	SUPERVISION III	2704		1	ELECTIVES AND SPECIAL CLINICAL TOPICS MAY BE TAKEN IN ANY SEMESTER PROVIDED THAT PREREQUISITES HAVE BEEN SATISFIED.				
3805	MULTIVARIATE STATISTICS II WITH LAB	2808		4	PREREQUISITES FOR ASSESSMENT AND INTERVENTION ELECTIVES ARE MINIMALLY, COMPLETION OF REQUIRED COURSE IN SPECIFIC AREA OF THE ELECTIVE.				
					1602: THEORIES OF INTERVENTION FOR INTERVENTION ELECTIVES				
					2505: PERSONALITY ASSESSMENT FOR ASSESSMENT ELECTIVES				
					<u><b>ELECTIVES</b></u>				
					9 CREDITS FREE				
					<u><b>SPECIAL CLINICAL TOPICS</b></u>				
					INCLUDES SUCH TOPICS AS: SUBSTANCE ABUSE, VICTIMIZATION (FAMILY VIOLENCE, RAPE), CHRONICALLY MENTALLY ILL, HUMAN SEXUALITY				
					6 CREDITS SPECIAL CLINICAL TOPICS				

# Doctoral Programs Partial List of Electives

## General

Clinical Neuropsychology  
Neuroanatomy  
Seminar in Addictive Behavior  
Seminar in Social and Clinical Psychology  
Seminar in Anxiety Disorders  
Pediatric Psychology  
Psychology in Fiction  
Forensic Psychology: Criminal Law  
Forensic Psychology: Family Law  
Introduction to Law and Psychology  
Skills in Clinical Supervision and Administration

## Assessment

Advanced Clinical Neuropsychology  
Advanced Projective Techniques  
MMPI  
Forensic Assessment  
Child Neuropsychological Assessment  
Assessment Seminar: Special Populations  
Assessment of Malingering and Deception

## Intervention

Case Conference: Child  
Play Therapy  
Marital and Family Therapy  
Marital and Family Therapy II  
Group Therapy  
Human Sexuality and Sex Therapy  
Ericksonian Hypnosis and Therapy  
Behavior Therapy  
Cognitive Behavior Therapy  
Behavior Interventions: Disease Process I  
Behavior Medicine: Theory and Application  
Clinical Biofeedback  
Existential Therapy  
Humanistic Therapy  
Interpersonal/Systems Approaches in Therapy  
Psychodynamic Therapy I  
Psychodynamic Therapy: Classical and Ego Psychology

Psychodynamic Therapy: Contemporary Approaches  
Narcissistic and Borderline Disorders  
Psychoanalytic Processes and Phases  
Special Topics in Psychotherapy  
Psychotherapy: Adolescent  
Analytic Therapy: Adolescent  
Crisis Intervention  
Seminar in Eclectic Therapy  
Treatment of Rape Trauma Syndrome  
Psychotherapy Intervention Seminar  
Family Violence Seminar  
Ethical Issues in Child and Family Therapy  
Treatment of Dissociative Disorders  
Interventions, Child Therapy  
Case Conference  
Issues in Substance Abuse Treatment  
Short-Term Therapy

## Practicum

Clinical Practicum V  
Clinical Practicum VI



## **Doctoral Degree Course Descriptions**

### **General**

#### **PSY1403 Adult Psychopathology (3 Cr.)**

This course covers descriptive psychopathology and research on the etiology, epidemiology, and dynamics of major adult and aged pathologic syndromes. It provides a thorough introduction to DSM-IV as a diagnostic tool.

#### **PSY1405 Developmental: Child and Adolescent (1.5 Cr.)**

This course covers issues in human development which are especially relevant to children and adolescents. Beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood, topics in this course will be selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

#### **PSY1407 Development: Gerontology (1.5 Cr.)**

This course will review developmental theories of aging, personality development in late life, and theories of the biological and/or physiological aging process.

#### **PSY1408 Child and Adolescent Psychopathology (3 Cr.)**

This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders. *Prerequisites: PSY1405*

#### **PSY1409 Professional Issues and Ethics (1 Cr.)**

This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

#### **PSY2403 Psychobiology (3 Cr.)**

This course covers theory, research, and applications for the following topics: structure, function and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

### **PSY2404 Social-Cognitive Bases of Behavior (3 Cr.)**

This course covers current theory and research on cognition, affect, motivation, and learning as they occur in integrated social and self functioning. Of particular interest are clinical applications of social-cognitive processes. These include attributional styles, self-regulation, person perception, relationships, clinical reasoning and judgment, and cognitive elaboration and attitude change in therapy.

### **PSY2406 Psychopharmacology (1.5 Cr.)**

This course covers the basic science, theory, research, and clinical applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated patients and emphasizes the special psychotherapeutic requirements that relate to the currently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature.

## **Assessment**

### **PSY1501 Assessment: Intelligence Testing (3 Cr.)**

The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

### **PSY1502 Assessment: Interviewing (2 Cr.)**

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the Mental Status evaluation, and the ability to organize information in written and oral form.

### **PSY1506 Behavioral Assessment (Psy.D., 1.5 Cr.)**

This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of behavior, and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations, environmental supports, and restrictions that often have an impact on the client.

### **PSY1508 Objective Personality Assessment (Psy.D., 1.5 Cr.)**

This course examines theoretical, conceptual, and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon's MCMI and others.

### **PSY2503 Projective Personality Assessment (Psy.D., 3 Cr.)**

This course will provide an introduction to the theory, administration, scoring, and interpretation of the major projective assessment measures including the Rorschach, TAT, Sentence Completion, and Figure Drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. *Prerequisites: PSY1501, PSY1502, PSY1506, PSY1508*

### **PSY2505 Personality Assessment (Ph.D., 3 Cr.)**

This course will cover various objective, projective, and behavior assessment instruments used in personality assessment. Topics may include administration, scoring, and interpretation of such tests as the MMPI-2, Rorschach, TAT, Bender Gestalt, drawing, incomplete sentences, and symptom check lists. Report writing will be included. *Prerequisites: PSY1501, PSY1502.*

### **PSY3501 Integrated Report (Psy.D., 3 Cr.)**

The primary goal of this course is to help the student write a well integrated and meaningful psychological report. Starting with basic data obtained from a well balanced battery of tests and other sources, which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated, and meaningful psychological report. *Prerequisites: PSY2503*

## **Intervention**

### **PSY1602 Theories of Intervention (Ph.D., 3 Cr.)**

This course introduces concepts germane to all psychotherapies. Major paradigms are critically examined in terms of philosophy, key concepts, goals, therapeutic relationship, techniques, and applications. Attention is given to research literature on patient/therapist factors and process/outcome findings.

### **PSY1606 Cognitive/Behavior Therapy (Psy.D., 1.5 Cr.)**

This course will provide an overview of the conceptual and empirical bases for cognitive/behavioral therapies. Specifically, instruction in and practice of multiple intervention models will be emphasized. The utility of these models with a variety of clinical problems and client populations will also be highlighted.

### **PSY1608 Cross Cultural Counseling (1.5 Cr.)**

This course is an overview and critique of counseling methodology when applied to persons who differ culturally and socially from the middle-class mainstream. The essential goal is to increase the awareness, sensitivity, and knowledge base of students by means of group interaction, case studies, and examination of attitudes and prejudices.

**PSY2601 Dynamic Therapy (Psy.D., 1.5 Cr.)**

This introductory course is designed to familiarize students with basic concepts of psychodynamic psychotherapy. Topics considered may include therapeutic communication, therapist-client relationship including transference and countertransference, major resistances to treatment, and issues involved at the various phases of treatment.

**PSY2603 Systems/Family Therapy (Psy.D., 1.5 Cr.)**

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic, will be considered.

**PSY2604 Child and Adolescent Intervention (Psy.D., 1.5 Cr.)**

This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. *Prerequisites: PSY1408*

**PSY3601 Case Conceptualization (3 Cr.)**

This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audio-taped clinical interviews and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. *Prerequisites: (Ph.D.) PSY1602, PSY1608, PSY2702, PSY2704; (Psy.D.) PSY1606, PSY1608, PSY2601, PSY2603, PSY2604, PSY2702, PSY2704*

**Practicum and Internship****PSY1703 Pre-Practicum I (1 Cr.)**

This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

**PSY1704 Pre-Practicum II (1 Cr.)**

Continuation of PSY1703 Pre-Practicum I. *Prerequisite: PSY1703*

**PSY2701 Clinical Practicum I (3 Cr.)**

The student is required to spend a minimum of 10 hours per week for 11 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. *Prerequisites: (Ph.D.) All first year courses except PSY1801, PSY1803, PSY1804; (Psy.D.) All first year courses except PSY1801*

**PSY2702 Clinical Practicum II (3 Cr.)**

See above description. *Prerequisites:* PSY2701, PSY2703.

**PSY2703 Supervision I (1 Cr.)**

The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

**PSY2704 Supervision II (1 Cr.)**

See above description. *Prerequisites:* PSY2703.

**PSY3701 Clinical Practicum III (1 Cr.)**

The student is required to spend a minimum of 15 hours per week for 11 months at a selected agency(s). *Prerequisites:* (Ph.D.) PSY2505, PSY2702, PSY2704, (Psy.D.) PSY2503, PSY2702, PSY2704.

**PSY3702 Clinical Practicum IV (1 Cr.)**

See above description. *Prerequisites:* PSY3601, PSY301, PSY3703.

**PSY3703 Supervision III (1 Cr.)**

See above description. *Prerequisites:* PSY 2704.

**PSY3704 Supervision IV(1 Cr.)**

See above description. *Prerequisites:* 3703.

**PSY5700 Internship (2 Cr.)**

The student is required to complete an internship, covering a 50-week period of 2,000 hours. This internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. *Prerequisite:* All course work

**Methodology, Research, and Dissertation****PSY1801 Research Design (3 Cr.)**

The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.



**PSY1803 Research Practicum I (Ph.D., 1 Cr.)**

Practicum requires students to participate in ongoing research activity with a faculty member. Objectives include ability to critically review literature, to abstract salient points from literature and present them cogently, to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses from a research question, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research in APA style. Student may continue with current faculty supervisor or with a new one. Change in supervisor must be cleared with the Academic Affairs Office.

**PSY1804 Research Practicum II (Ph.D., 1 Cr.)****PSY2803 Research Practicum III (Ph.D., 1 Cr.)****PSY2804 Research Practicum IV (Ph.D., 1 Cr.)****PSY2806 Multivariate Statistics I With Lab (Ph.D., 4 Cr.)**

This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. *Prerequisites: PSY2807*

**PSY2807 Advanced Statistics (Ph.D., 3 Cr.)**

This course will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

**PSY2808 Intermediate Statistics With Lab (Psy.D., 4 Cr.)**

This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

**PSY3804 Major Paper (Ph.D., 3 Cr.)**

This course requires the student to design and implement an original research project. It requires a written final research report of results. Major paper must be completed by the end of the fall semester prior to accepting an internship. *Prerequisite: PSY1803, PSY1804, PSY2803, PSY2804*

**PSY3805 Multivariate Statistics II With Lab (Ph.D., 4 Cr.)**

This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. *Prerequisite: PSY2806*

**PSY5850 Dissertation (Ph.D., 6 Cr.)**

The dissertation requires the design and implementation of an original significant research project. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the School and the University Library. Registration is minimally for two semesters.

**PSY5851 Continuing Dissertation (Ph.D., 1 Cr.)**

Continuation of PSY5850 Dissertation.

**PSY5890 Directed Study: Research (Psy.D., 4 Cr.)**

The Directed Study: Research will be under the direction of one faculty member. Upon enrollment, the supervising faculty member will submit a contract describing the planned Study to the office of Academic Affairs. Content of the Study can be an empirical study, part of a larger study, a critical literature review, case study, or other professional activity/product. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. Upon completion, an abstract of the Study paper will be filed with the Office of the Dean. Directed Study: Research must be completed by the end of the fall semester prior to accepting an internship. Registration is minimally for two semesters.

### Statistics on 1994-1995 Entering Class\*

	Ph.D.	Psy.D.
Total number of applicants	234	426
Total number of accepts	24	67
Average GRE Scores:		
Verbal	552	532
Quantitative	642	559
Combined	1194	1091
Analytic	636	584
Average undergraduate GPA	3.42	3.41
Percentage of students entering with a master's degree	33%	29%
Average age	24	25
Gender:		
Male	9	18
Female	15	49
Ethnic Origin:		
White	21	53
Black	1	3
Hispanic	0	11
Asian	2	0
American Indian	0	0

As of June, 1994

## Doctoral Internship Site Placements

1990-1995 Partial Listing

Arkansas Mental Health Division, Little Rock, Arkansas  
Ball State University, Muncie, Indiana  
Baylor College of Medicine, Houston, Texas  
Belmont Center for Comprehensive Treatment, Philadelphia, Pennsylvania  
Boston City Hospital, Boston, Massachusetts  
Brockton/West Roxbury V.A. Medical Center, Brockton, Massachusetts  
Broughton Hospital, Morgantown, North Carolina  
Cambridge Hospital/Harvard Medical School, Cambridge, Massachusetts  
Child and Adolescent Guidance Center, Des Moines, Iowa  
Child and Adolescent Service Center, Canton, Ohio  
Child and Family Services, Inc., Hartford, Connecticut  
Child Guidance Center, Santa Ana, California  
Children's Hospital, Columbus, Ohio  
Children's Psychiatric Center, Miami, Florida  
Cleveland V.A. Hospital, Cleveland, Ohio  
Columbia Presbyterian Medical Center, New York, New York  
Cook County Hospital, Chicago, Illinois  
Dartmouth Hitchcock Medical Center, Lebanon, New Hampshire  
Devereaux Foundation, Devon, Pennsylvania  
Duke University, Durham, North Carolina  
Dutchess County Dept. of Mental Hygiene, Poughkeepsie, New York  
Fairfield Hills Hospital, Newtown, Connecticut  
Fairleigh Dickenson University, Hackensack, New Jersey  
Federal Correctional Institution, Petersburg, Virginia  
Forty-Fifth Street Mental Health Center, West Palm Beach, Florida  
Franciscan Children's Hospital, Boston, Massachusetts  
Gainesville V.A. Hospital, Gainesville, Florida  
Harlem Valley Psychiatric Center, Wingdale, New York  
Illinois State Psychiatric Institute, Chicago, Illinois  
Institute of Living, Hartford, Connecticut  
James A. Haley V.A. Hospital, Tampa, Florida  
Jerry L. Pettis Memorial V.A. Hospital, Loma Linda, California  
Jewish Board of Family and Children's Services, New York, New York  
Johns Hopkins/The Kennedy Center, Baltimore, Maryland  
Judge Baker Children's Hospital/Harvard Medical School, Boston, Massachusetts  
Long Island Jewish Medical Center, Glen Oaks, New York  
Mailman Center for Child Development, Miami, Florida  
Manhattan V.A. Hospital, New York, New York  
Memphis V.A. Hospital, Memphis, Tennessee  
Mental Health Services of Osceola County, Kissimmee, Florida  
Mesa Vista Hospital, San Diego, California  
Miami V.A. Hospital, Miami, Florida  
Michigan State University Counseling Center, East Lansing, Michigan  
Milwaukee County Mental Health Complex, Milwaukee, Wisconsin  
Mount Sinai Hospital, Hartford, Connecticut  
Napa State Hospital, Napa, California  
Norristown State Hospital, Norristown, Pennsylvania

North Chicago V.A. Hospital, Chicago, Illinois  
 Northeastern Ohio University College of Medicine, Akron, Ohio  
 North Miami Community Mental Health Clinic, Miami, Florida  
 North Shore University Hospital/Cornell University Medical College, Manhasset, New York  
 Northwest Dade Community Mental Health Clinic, Hialeah, Florida  
 Nova Southeastern University Community Mental Health Clinic, Ft Lauderdale, Florida  
 Reno V.A. Hospital, Reno, Nevada  
 Rusk Institute/NYU Medical Center, New York, New York  
 San Fernando Valley Child Guidance Clinic, North Ridge, California  
 Shasta Community Mental Health Clinic, Redding, California  
 Southwest Boston Community Services, Roslindale, Massachusetts  
 State University of New York at Buffalo Counseling Ctr, Buffalo, St. Elizabeth's Hospital, Washington, D.C., New York  
 St. Louis V.A. Hospital, St. Louis, Missouri  
 St. Luke's/Roosevelt Hospital Center, New York, New York  
 State University of New York at Syracuse Health Science Center, Syracuse, New York  
 The Bradley Center, Columbus, Georgia  
 Topeka State Hospital, Topeka, Kansas  
 Towson State University Counseling Services, Towson, Maryland  
 Tufts University School of Medicine, Boston, Massachusetts  
 Ulster County Mental Health Center, Kingston, New York  
 U.S. Air Force Medical Center - Malcolm Grow/Andrews AFB, Washington, D.C.  
 U.S. Air Force Medical Center/Wright-Patterson AFB, Dayton, Ohio  
 U.S. Air Force Medical Center - Wilford Hall, Lackland AFB, San Antonio, Texas  
 U.S. Naval Hospital - Portsmouth, Norfolk, Virginia  
 University of Alabama, Birmingham, Alabama  
 University of Arizona Health Science Center, Tucson, Arizona  
 University of California, Santa Barbara, California  
 University of Colorado Health Science Center, Denver, Colorado  
 University of Illinois, Chicago, Illinois  
 University of Medicine and Dentistry of New Jersey, Newark, New Jersey  
 University of Massachusetts/Amherst, Amherst, Massachusetts  
 University of Miami/Jackson Memorial Hospital, Miami, Florida  
 University of Mississippi Medical Center, Jackson, Mississippi  
 University of New Mexico School of Medicine, Albuquerque, New Mexico  
 University of North Carolina School of Medicine, Chapel Hill, North Carolina  
 University of Rochester School of Medicine and Dentistry, Rochester, New York  
 University of Virginia Counseling Center, Charlottesville, Virginia  
 West Haven V.A. Hospital, West Haven, Connecticut  
 West-Ros Park Community Mental Health Clinic (Harvard), Boston, Massachusetts  
 Woodburn Community Mental Health Clinic, Annandale, Virginia  
 Worchester Youth Guidance, Worchester, Massachusetts  
 Yale University School of Medicine, New Haven, Connecticut

\* Sites approved by the American Psychological Association



## 1994-1995 Doctoral Program Estimated Expenses

The total expenses of students enrolled in doctoral programs vary greatly depending upon individual circumstances. While tuition, registration and other fees,\* and the cost of books are relatively constant for all students, other expenses will differ.

Tuition	\$465 per credit hour
Application Fee	\$ 40 (nonrefundable)
Seat Deposit	\$1000 (nonrefundable; payable after acceptance and credited toward tuition)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Government Association Fee	\$ 10 per term
Insurance Fee	\$ 5 per term
Transcript Fee	\$ 5 per term
Application for Degree Fee	\$ 65

*\*Please note that all above fees are subject to change without notice.*

### Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the University to cancel the contract and receive a full refund of any tuition and registration fees paid. Further a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

### Tuition Refund Schedule

#### Fall

Monday, August 29, 1994	End of 100% refund
Monday, September 12, 1994	End of 80% refund
Monday, September 19, 1994	End of 60% refund
Monday, September 26, 1994	End of 40% refund
Monday, October 3, 1994	End of 20% refund

#### Winter

Monday, January 2, 1995	End of 100% refund
Monday, January 17, 1995	End of 80% refund
Monday, January 23, 1995	End of 60% refund
Monday, January 30, 1995	End of 40% refund
Monday, February 6, 1995	End of 20% refund

# Doctoral Admissions

## Requirements

To be considered for admission to a doctoral program in psychology, the applicant is required to present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personal stability, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution, a **3.0** undergraduate grade point average *or* a **3.5** graduate level grade point average (after completing a minimum 18 credits); a course in statistics, 18 credits of psychology, including a course in an area of experimental psychology; and Graduate Record Examination (GRE) scores that indicate a potential to perform satisfactorily at the doctoral level.

Achievement of the above minimum requirements does not ensure automatic admission to a doctoral program. Other factors considered in assessing an applicant's potential to do doctoral-level work in psychology include letters of recommendation, previous clinical and/or research experience, the applicant's personal statement, and evidence of interest in psychology. **Personal interviews are required.** Completed applications and all supporting documents (as listed below) *must be complete and received* in the graduate admissions office *by January 13* of the calendar year for which admission is sought.

## Application Procedure

1. Complete the Doctoral Programs Application Form.
2. Include, with the application, a check for \$40 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit **three** letters of recommendation from professors or supervisors most familiar with your work.
4. Arrange for **official** transcripts from **all** accredited colleges or universities you attended to be mailed *directly* to Graduate Admissions, Center for Psychological Studies. If the initial transcript forwarded does not reflect degree conferral or final semester grades, **you must forward a final transcript as soon as this information becomes available.**
5. Request the official scores for the GRE to be sent *directly* to Graduate Admissions, Center for Psychological Studies. Please also submit a photocopy of your GRE scores with your application materials.
6. Provide a statement of your professional experiences, including a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest. Additionally, describe briefly your professional goals.

## Transfer of Credits

Newly admitted students requesting advanced standing must make an appointment and meet with the director of academic affairs who is responsible for awarding these credits. **Requests for transfer of credit for first-semester courses must be submitted by June 30 through the mail or by making an appointment with the director of academic affairs.**

At that time, sufficient documentation should be presented to allow for evaluation of the student's previous course work, which may include course notes, syllabi, and other supporting material. Only course work taken at the doctoral level will be considered for transfer into one of the doctoral programs. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course(s), an equivalent number of credits must be taken in order to fulfill the degree requirements. All transfer credits must be awarded during the student's first academic year in a doctoral program.

A. Transfer credits will be awarded when the course being evaluated meets *all* of the following criteria:

1. It is a doctoral-level course taken at an accredited college, university, or APA-approved professional school as a postbaccalaureate student. A doctoral-level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. This must be verified in the school's bulletin or a letter from the chair of the department and an official transcript.
2. It was completed no longer than five years prior to first registration in this program.
3. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent to B unless it can be officially verified as such.
4. It is a course that is evaluated as equivalent to one in the program's required curriculum. Credits will not be awarded for electives.
5. The student must demonstrate competence before credits for assessment courses are awarded.

*No transfer credits may be applied to Clinical Observation, Practicum, Internship, or Electives.*

B. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

## **Master's Programs**

## Master's Programs

The **Master's Program in Mental Health Counseling** was designed for the continued professional development of persons who currently serve or will serve their community in a variety of counseling capacities. Master's degree training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practice. The Center for Psychological Studies is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues, such as substance abuse, family violence, aging, eating disorders, suicidal tendencies, and general emotional problems.

The **Master's Program in School Guidance and Counseling**, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, and agencies to provide effective services to students (prekindergarten through grade 12). Counselors will be called upon to respond to students of varying backgrounds and ethnic diversity and to interact with students in both a remedial and a developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of truancy, personal issues and crises, drug and alcohol abuse, etc. The curriculum was designed for the competent training of professionals who will ultimately have an impact on both the individual student and the school climate.

Varying techniques and strategies will need to be employed by the school counselor including individual and group counseling, assessment, vocational and career guidance, multicultural counseling, consultation, and program development. Based in psychological and developmental theory, counselor training, therefore, will need to encompass a broad base of techniques, strategies, and interventions.

## Main Campus Format

Courses usually meet weekly. The fall and winter semesters run for approximately 16 weeks. The summer semesters are half that length with the exception of practicum that spans a 12-week period. Classes typically meet once per week during the fall and winter semesters and twice per week during the summer semesters. Most courses are offered from 1:00 p.m. - 4:00 p.m., 4:00 p.m.-7:00 p.m. or 7:00 p.m.-10:00 p.m., Monday through Thursday. Applicants should note that course schedules vary.



## Field-Based Format

The field-based format is often referred to as a "weekend format." Each individual course spans an eight-week period with the forty-five hours of class time concentrated into two full weekends. Courses for a given cluster of students are offered one at a time (except during practicum\*) and are typically scheduled from August through June. Each course is offered once for each cluster during the course of the 2 1/2- to 3-year program. **Students admitted at a specific field based site, must begin the program with the first scheduled course offered for their cluster.**

Students register and begin preparation for a course approximately one month prior to the first class meeting. Class meetings (except the practicum) are scheduled on Fridays (6:00 p.m.-10:00 p.m.), Saturdays (8:30 a.m.-6:00 p.m.) and Sundays (8:30 a.m.-5:30 p.m.). Following the first weekend of class, there are three more weeks of study before the second weekend of class. During the second weekend, students register and begin preparation for the next class, which meets approximately four weeks later.

Schedules will be affected by official University holidays, such as Labor Day, Thanksgiving Day, etc. (see academic calendar).

\*Important: see description of master's practicum information in this catalog.



## Master's Program Field-Based Site Information

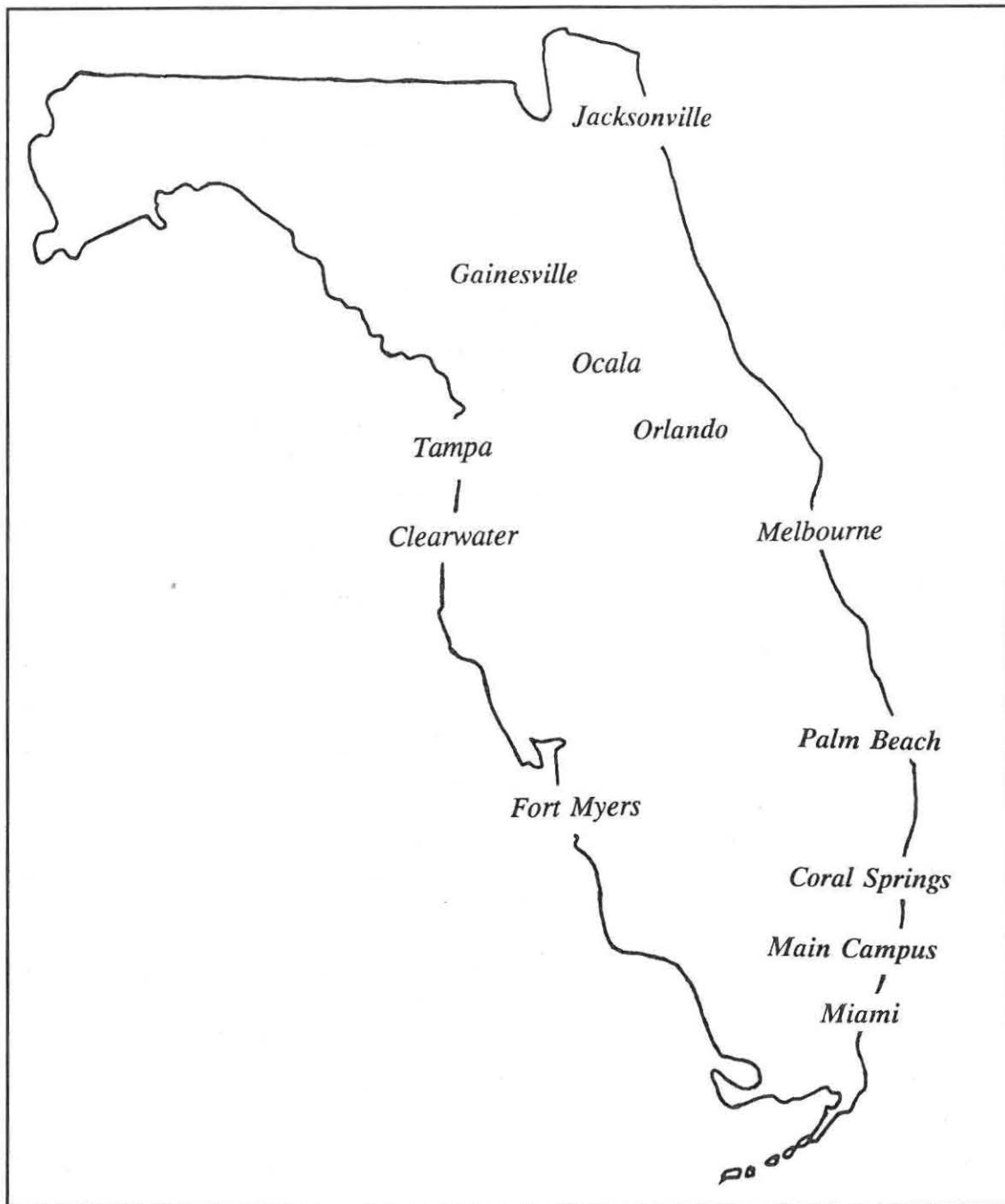
SITE	LOCATION
Clearwater	Sacred Heart School 7951 46 Way North Pinellas Park, FL 34645
Coral Springs	University School 3251 NW 101st Avenue Coral Springs, Florida 33065
Fort Myers	Cape Coral Hospital 636 Del Prado Boulevard Cape Coral, Florida 33910
Gainesville	Gainesville High School 1900 NW 13th Street Gainesville, Florida 32501
Jacksonville	Memorial Hospital 3625 East University Boulevard Jacksonville, Florida 32216
Melbourne	Brevard Community College 3865 North Wickham Road Melbourne, Florida 32936
Miami*	Miami-Dade Community College South Campus 11011 SW 104th Street Miami, Florida 33176
Ocala*	Forest High School 1614 SE Fort King Street Ocala, Florida 32671
Orlando	Southern College 5600 Lake Underhill Road Orlando, Florida 32870
Palm Beach	Palm Beach Community College Edward M. Eissey Campus 3160 PGA Boulevard Palm Beach Gardens, Florida 33410
Tampa*	Jefferson High School 4401 West Cypress Tampa, Florida 33607

For information regarding site locations, start dates, or deadlines, please see additional enclosures or contact the Center for Psychological Studies at (305) 475-7550 or 475-7099.

\*Current location of master's program in school guidance and counseling; other locations may be announced.

## Master's Program

### Site Locations\*



\*Additional sites may be announced. Locations may vary by program.

# **Master's Academic Policies**

## **Registration**

All enrolled students are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office.

## **Time Limits**

Students must complete their program within five years from the date of first registration. This means that students are expected to complete all master's degree requirements and graduate within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the five-year time limit, he or she must enroll in the master's program and:

1. Maintain full-time status (minimum six credits per semester, excluding summer sessions).
2. Complete remaining degree requirements, which will include any course work that is more than five years old.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other program, Center, and University requirements will be in effect.

## **Evaluation of Master's Students**

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, review for matriculation, and evaluation of readiness for practicum. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the professions of counseling. Relevant information, including practicum evaluations, is coordinated through the program office.

## **Degree Requirements**

A student must complete all required courses for the degree chosen with a grade point average of at least 3.0 and successfully complete the comprehensive examination. The Master of Science in Mental Health Counseling Program requires 48 semester hours of graduate credit. The Master of Science in School Guidance and Counseling Program requires 36 semester hours of graduate credit. All students will be required to pass the comprehensive final examination as part of their degree requirements. A candidate is expected to complete the master's program and graduate within five years.

## **Dismissal**

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

1. Academic probation extends beyond one year (two semesters excluding summer session).
2. More than two grades below "B" are received.
3. Two grades of "F" are received.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the administrators of the master's programs in Mental Health Counseling and School Guidance and Counseling. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses with grades of B or better will be applied toward the master's degree.



## **State of Florida Licensure for Mental Health Counselors**

On October 1, 1987, Florida enacted new legislation (Chapter 491, *Florida Statutes*) that governs licensure requirements for Mental Health Counselors. Applicants interested in licensure should request in writing a copy of licensure requirements from the following:

Department of Business and Professional Regulation  
Board of Clinical Social Work,  
Marriage and Family Therapy and  
Mental Health Counseling  
Northwood Centre  
1940 North Monroe Street  
Tallahassee, Florida 32399-0750  
(904) 487-2520

*Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.*

## **State of Florida Certification in Guidance and Counseling**

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. For Florida certification in guidance and counseling (prekindergarten through grade 12), course work in Nova Southeastern's M.S. program in school guidance and counseling is approved by the Florida Department of Education under Plan 2, Rule 64-4.0181, *Florida Statutes*, on a course-by-course basis. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the State Department of Education. Florida requirements for certification do **not necessarily apply** to certification requirements in other states.

*Individual eligibility must be verified through the State Department of Education. Certification requirements are subject to change.*

## **Master's Degree in Mental Health Counseling Curriculum (1994-1995)**

There are 48 semester-hour credits required for the master's degree in mental health counseling. Each course typically carries three semester hours of credit.

### **Required Courses**

- CGPY 502 Counseling Theories and Practice
- CGPY 504 Counseling Skills Lab I
- CGPY 507 Research and Evaluation for Counselors
- PSY 509 Personality Theories
- PSY 512 Human Development and Learning
- CGPY 570 Ethical, Legal, and Professional Issues for Counselors
- PSY 580 Abnormal Psychology
- PSY 582 Human Sexuality
- PSY 608 Psychological Testing for Individual Evaluation
- CGPY 625 Counseling Strategies for Individuals
- CGPY 635 Group Theory and Practice
- CGPY 670 Counseling Skills Lab II
- CGPY 680 Counseling Practicum I\*
- CGPY 681 Counseling Practicum II\*

### **Elective Courses\*\*** Two courses will be selected from the following:

- CGPY 510 Career Development
- CGPY 515 Principles of Counseling and Guidance
- PSY 535 Clinical Biofeedback
- PSY 540 Aging I
- PSY 544 Aging II
- PSY 562 Social and Cultural Factors in Aging
- SGPY 588 School Guidance Practicum
- PSY 602 Behavioral Counseling
- PSY 604 Child and Adolescent Psychopathology
- CGPY 610 Marriage and Family Counseling
- PSY 612 Substance Abuse
- PSY 622 Psychology of Women
- CGPY 630 Counseling the Culturally Different Student
- PSY 670 Community Mental Health

\* Refer to Practicum Information section for additional information.

\*\*Additional electives may become available.

# **Master's Degree in Mental Health Counseling**

## **Course Descriptions**

### **Required Courses**

#### **CGPY 502 Counseling Theories and Practice (3 cr.)**

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling.

#### **CGPY 504 Counseling Skills Lab I (3 cr.)**

This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role playing, along with didactic presentations and readings. *Prerequisite: CGPY 502.*

#### **CGPY 507 Research and Evaluation for Counselors (3 cr.)**

This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

#### **PSY 509 Personality Theories (3 cr.)**

This course provides basic coverage of theories of personality in the psychodynamic, humanistic, and learning traditions. Of particular interest are explanations of how normal and abnormal personalities develop and how they can change. Theories are critiqued and compared.

#### **PSY 512 Human Development and Learning (3 cr.)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered on topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

#### **CGPY 570 Ethical, Legal, and Professional Issues for Counselors (3 cr.)**

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

#### **PSY 580 Abnormal Psychology (3 cr.)**

This course is an introduction to various approaches to the definition and study of abnormal or maladaptive behavior. The major diagnostic categories of DSM IV will be reviewed, with emphasis on descriptive features, theories of etiology, and common treatment approaches.

**PSY 582 Human Sexuality (3 cr.)**

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

**PSY 608 Psychological Testing for Individual Evaluation (3 cr.)**

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. *Prerequisite: CGPY 507 or consent of instructor.*

**CGPY 625 Counseling Strategies for Individuals (3 cr.)**

This course is designed to provide the student with an in-depth exposure to up to five approaches to individual psychotherapy. The approaches presented will include at least one from each of the areas of behavior therapy, psychodynamic therapy, and humanistic therapy. The student is expected to acquire both theoretical and practical knowledge of each of the approaches covered. *Prerequisite: CGPY 504; PSY 580 or consent of instructor.*

**CGPY 635 Group Theory and Practice (3 cr.)**

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. *Prerequisite: CGPY 504.*

**CGPY 670 Counseling Skills Lab II (3 cr.)**

This course is an extension of Counseling Skills Lab I and an integration of counseling strategies. It will cover training in advanced interviewing strategies, therapeutic communication, session structuring, goal setting, and basic, widely applicable intervention skills. *Prerequisite: CGPY 625.*

**CGPY 680 Counseling Practicum I (3 cr.)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. *Prerequisite: CGPY 670 and consent of advisor.*

**CGPY 681 Counseling Practicum II (3 cr.)**

This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. *Prerequisite: CGPY 680 and consent of advisor.*

## **Elective Courses**

### **CGPY 510 Career Development (3 cr.)**

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

### **CGPY 515 Principles of Counseling and Guidance (3 cr.)**

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

### **CGPY 610 Marriage and Family Counseling (3 cr.)**

This course provides a survey of current approaches in family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention.  
*Prerequisite: CGPY 504 or consent of instructor.*

### **CGPY 630 Counseling the Culturally Different Student (3 cr.)**

This course covers issues involved in the assessment and placement of minority students and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role playing.

### **PSY 535 Clinical Biofeedback (3 cr.)**

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

### **PSY 540 Aging I (3 cr.)**

This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social, and environmental components of aging are examined.

### **PSY 544 Aging II (3 cr.)**

Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

### **PSY 562 Social and Cultural Factors in Aging (3 cr.)**

The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Rapprochement of the aged with society, advocacy, and improved national outlook and new treatment modes are studied.



**PSY 602 Behavioral Counseling (3 cr.)**

This course is an introduction to operant conditioning and behavior therapy with an emphasis on the application of these approaches. *Prerequisite: CGPY 625 or consent of instructor.*

**PSY 604 Child and Adolescent Psychopathology (3 cr.)**

This course is an introduction to the study of child and adolescent psychopathology. Changes in behavior from birth to adulthood are examined from a developmental point of view. Major theories and pertinent research findings are critically reviewed, particularly as they contribute to greater understanding of the various factors associated with or responsible for deviations from normal, healthy development.

**PSY 612 Substance Abuse (3 cr.)**

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. *Prerequisite: CGPY 625 or consent of instructor.*

**PSY 622 Psychology of Women (3 cr.)**

This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women's movement. *Prerequisite: CGPY 625 or consent of instructor.*

**PSY 670 Community Mental Health (3 cr.)**

The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted. *Prerequisite: CGPY 625 or consent of instructor.*

**SGPY 588 Practicum: School Guidance (3 cr.)**

Supervised guidance practicum in an elementary or secondary school setting. *Prerequisite: CGPY 510, CGPY 515, and consent of advisor.*

## Master's Practicum Information

The practicum is conceived to be that phase of the master's program in which a counselor trainee is able to crystalize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor in functioning effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor trainee to apply what he or she has learned from the more didactic portion of the curriculum.

Two consecutive semesters of practicum are required in the mental health counseling master's program and one 30-week practicum is required in the school guidance and counseling master's program. This affords students the opportunity of working with a variety of client/school populations over time. Enrolled students will receive a *Handbook of Practicum Experiences* and specific details on practicum at the appropriate time in their program. Some students may need to take a leave of absence from their employment or reduce their workload during this portion of the program.

### Main Campus Format

Each practicum spans a full semester during fall and winter terms. The student will spend a specified number of hours in a community agency setting along with a three-hour weekly practicum seminar class. The summer term practicum will run for 12 weeks.

### Field-Based Format

In the mental health counseling curriculum, each practicum spans a minimum of a 16-week period. In the school guidance and counseling curriculum, the practicum spans a 30-week period. The student will spend a specified number of hours in a community agency/school setting, along with the regularly scheduled practicum seminar classes. Seminar classes will be scheduled during weekday evenings. Each site has a local practicum coordinator who assists in all arrangements for site placements. **Practicum constitutes a departure from the weekend format.** Please be advised that, during practicum, students may also be enrolled in regularly scheduled weekend classes.

### Professional Liability Insurance

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the Center for Psychological Studies' group policy. All students are required to abide by the *Ethical Standards of the American Counseling Association*, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.

## **Master's Program in School Guidance and Counseling Curriculum (1994-1995)**

### **Required Courses**

CGPY 502 - Counseling Theories and Practice

CGPY 504 - Counseling Skills Lab I

CGPY 510 - Career Development

PSY 512 - Human Development and Learning

CGPY 515 - Principles of Counseling and Guidance

CGPY 570 - Ethical, Legal and Professional Issues for Counselors

CGPY 585 - Psychology of Exceptional and At-Risk Children

PSY 608 - Psychological Testing for Individual Evaluation

CGPY 630 - Counseling the Culturally Different Student

CGPY 635 - Group Theory and Practice

CGPY 665 - School Consultation Skills

CGPY 688 - Practicum: School Guidance (two semesters)

# **Master's Degree in School Guidance and Counseling**

## **Course Descriptions**

### **Required Courses**

#### **CGPY 502 Counseling Theories and Practice (3 cr.)**

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of counseling in various settings.

#### **CGPY 504 Counseling Skills Lab I (3 cr.)**

This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role playing, along with didactic presentations and readings. *Prerequisite:* CGPY 502.

#### **CGPY 510 Career Development (3 cr.)**

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual, as well as from the standpoint of manpower needs for industrial and economic development.

#### **PSY 512 Human Development and Learning (3 cr.)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

#### **CGPY 515 Principles of Counseling and Guidance (3 cr.)**

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

#### **CGPY 570 Ethical, Legal, and Professional Issues for Counselors (3 cr.)**

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

#### **PSY 585 Psychology of Exceptional and At-Risk Children (3 cr.)**

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**CGPY 630 Counseling the Culturally Different Student (3 cr.)**

This course covers issues involved in the assessment and placement of minority students and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role playing.

**CGPY 635 Group Theory and Practice (3 cr.)**

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapists' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. *Prerequisite: CGPY 504.*

**CGPY 665 School Consultation Skills (3 cr.)**

This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role playing.

**CGPY 688 Practicum: School Guidance (3 cr.)**

Supervised guidance practicum in an elementary, middle, or secondary school setting. *Prerequisite: Consent of advisor.*

## 1994-1995 Master's Program Estimated Expenses

The total expenses of students enrolled in master's programs vary greatly depending upon individual circumstances. While tuition, registration and other fees,\* and the cost of books are relatively constant for all students, other expenses are not.

Tuition	\$320 per credit hour
Application Fee	\$ 40 (nonrefundable)
Registration Fee	\$ 25 per semester (main campus) \$ 10 per course (field-based)
Late Registration Penalty	\$ 30
Student Government Association	\$ 10 per term (main campus only) (fall and winter only)
Practicum Insurance	\$ 6 per practicum
Transcript Fee	\$ 5
Application for Degree Fee	\$ 65

*\*Please note that all above fees are subject to change without notice.*

### Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the University to cancel the contract and receive a full refund of any tuition and registration fees paid. Further a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the students submits a written request to the institution within three working days of the payment.

### Tuition Refund Schedule

#### Main Campus

##### Fall

Monday, August 29, 1994	End of 100% refund
Monday, September 12, 1994	End of 80% refund
Monday, September 23, 1994	End of 60% refund
Monday, September 30, 1994	End of 40% refund
Monday, October 3, 1994	End of 20% refund

##### Winter

Tuesday, January 3, 1995	End of 100% refund
Monday, January 17, 1995	End of 80% refund
Monday, January 23, 1995	End of 60% refund
Monday, January 30, 1995	End of 40% refund
Monday, February 6, 1995	End of 20% refund

#### Field-Based

Withdrawal <u>prior</u> to the first class session	100% refund
Withdrawal <u>prior</u> to the second weekend of class	50% refund



# Master's Admissions

## Requirements

To be considered for admission to graduate study in the master's programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution.

## Degree-Seeking Students

### Application Procedure

1. Complete the master's programs application form.
2. Include, with the application, a check for \$40 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit **two** letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for **official** transcripts from **all** accredited colleges or universities you attended to be mailed *directly* to Graduate Admissions, Center for Psychological Studies. If the initial transcript forwarded does not reflect degree conferral or final semester grades, **you must forward a final transcript as soon as this information becomes available.**
5. Submit a two-page, typed professional statement of goals that includes information about experience in the field of counseling, professional interests, and career goals.
6. Include a copy of your teaching certificate (**school guidance and counseling applicants only**). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

## Special Students (non-degree-seeking)

1. Complete the master's programs application form.
2. Include, with the application, a check for \$40 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit **two** letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for **official** transcripts from all accredited universities where bachelor's and master's degrees were conferred to be mailed *directly* to Graduate Admissions, Center for Psychological Studies.
5. Submit a letter specifying desired course work.
6. Include a copy of your teaching certificate (**school guidance and counseling applicants only**). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.

*An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (305) 476-8960, prior to the application deadline.*

## **Application Deadlines**

Students may be admitted to main campus programs for fall, winter, or summer sessions. Field-based cluster admission periods will vary. Specific application information related to site(s) are included in a separate application packet available from the Center for Psychological Studies.

## **Admission of Master's Students to Doctoral Programs**

Acceptance to or completion of the Center of Psychological Studies master's program implies neither automatic admission to doctoral programs nor transfer of credit to the doctoral program. Applicants may apply to both programs, but must do so via separate application procedures. Potential master's applicants considering applying for doctoral program admission should seek advisement at the earliest possible date.

## **Matriculation**

**Mental Health Counseling Program.** Students who are admitted to graduate study at the master's level are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits), which **must** be completed within the first six courses (18 credits) for which the student is enrolled.

These four designated courses tap career interest and require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation include the following:

1. CGPY 502 - Counseling Theories and Practice
2. CGPY 504 - Counseling Skills Lab I
3. CGPY 507 - Research and Evaluation for Counselors
4. PSY 512 - Human Development and Learning **or**  
PSY 509 - Personality Theories

During the formal review for matriculation, a student's academic performance and professional functioning in the four designated courses listed above will be examined. Those students with a grade point average of 3.0 or above in the four designated courses will be matriculated. Students with a grade of F in any one of the four designated courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate-level courses in the Center for Psychological Studies.

Students with a grade point average greater than 2.5 but less than 3.0 in the four designated courses will be maintained in a nonmatriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

**School Guidance and Counseling Program.** Students who are admitted to graduate study at the master's level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled.

During the formal review for matriculation, a student's academic performance in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses will be matriculated. Students with a grade of F in any one of the first four courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate-level courses in the Center for Psychological Studies program.

Those students with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a nonmatriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

## **Transfer of Credits**

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program administrator. Sufficient documentation should be presented to allow for evaluation, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may include syllabi, course notes, or other material as requested.

A total of 6 credits may be credited toward graduation.

- A. Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:
- 1) It is a graduate-level course taken at a regionally accredited institution. A graduate-level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's bulletin or a letter from the chair of the department.
  - 2) It is equivalent in content to a required course or related in content to elective courses in the curriculum.
  - 3) It was completed no longer than five years prior to the student's first registration in the program; and
  - 4) A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

Courses completed at other institutions after the student has enrolled in the master's program will be considered only if there has been *prior* approval by the administrator of the master's program. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

*No transfer credits may be applied to practicum.*

- B. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

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# Nova Southeastern University Center for Psychological Studies

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## Faculty and Professional Interests

1994-1995

**Nathan H. Azrin, Ph.D., ABPP**, Harvard University, Professor. Depression, marital and couple counseling; nervous habits; muscular tics; stuttering and dysfluencies; self-injurious behavior; toilet training; vocational counseling and placement; alcoholism; retardation; employee motivation and staff management; rehabilitation of the brain-injured; insomnia; drug addiction; bulimia; behavior therapy.

**Stephen Barber, M.Ed., M.S.**, Nova University, Postdoctoral Fellow. Psychodynamic therapy.

**David F. Barone, Ph.D.**, University of California, Santa Barbara, Associate Professor. History and theory of psychology; personal and social resources in coping with stress; self-evaluation, self-deception, and motivation; assessment strategies and validation; organizational selection and stress evaluation, especially in law enforcement and management.

**William J. Burns, Ph.D., ABPP**, University of North Dakota, Professor. Child-clinical, developmental, and pediatric psychology; pre- and perinatal effects of drug abuse; longitudinal outcomes of neuropsychological abnormalities at birth.

**Frank A. De Piano, Ph.D.**, University of South Carolina, Professor. Hypnosis; neuropsychology; community psychology; development of models for professional training of psychologists.

**William Dorfman, Ph.D.**, Ohio State University, Associate Professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psychodiagnosis, objective personality measurement with the MMPI and MMPI-2; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

**Bernard Eingold, Ph.D.**, University of Florida, Professor. Individual psychotherapy; marital and couple therapy; psychodiagnosis.

**Sarajo Bunny Falk, M.S., R.N.**, Barry University, Postdoctoral Fellow. Post Traumatic Stress Disorder in Older Adults; cognitive-behavioral treatment of depression in older adults; family therapy with adult children and their older parents; divorce mediation and issues facing children of divorce.

**Jan Faust, Ph.D.**, University of Georgia, Associate Professor. Child clinical and pediatric psychology; child abuse and neglect; child and adolescent PTSD, child and adolescent psychotic disorders, childhood adjustment to disease, psychosomatic disorders and psychoanalytic/cognitive-behavioral treatment outcome research.

**Steven N. Gold, Ph.D.**, Michigan State University, Associate Professor. Adult survivors of sexual abuse; dissociative disorders; substance abuse; interpersonal, family, and system psychotherapy; hypnotherapy; psychological assessment; personality theory; psychopathology; moral and personality development; adolescent and adult development.

**Charles Golden, Ph.D.**, University of Hawaii, Honolulu, Professor. Clinical neuropsychology; head injury, stroke; neuropsychological assessment; pain management; brain-behavior relationships;

medical psychology; personality assessment; multiple sclerosis; rehabilitation of brain injury; community reintegration of brain injury; child neuropsychology; and neuropsychology in school settings.

**Pamela A. Hall, Psy.D.**, Florida Institute of Technology, Assistant Professor. Child-clinical psychology; Attention Deficit Hyperactivity Disorder (multimodel approach); childhood adjustment to traumatic events; adolescent disorders; treatment of children raised in homes with a parent diagnosed with schizophrenia; minority issues.

**Michel Hersen, Ph.D., ABMP, ABPP, ABBP** State University of New York at Buffalo, Professor. Assessment and treatment of anxiety and depression in the elderly; single-case research; behavioral assessment and treatment; assessment and treatment of child abuse.

**Philinda Hutchings, Ph.D., ABPP** University of Kansas, Associate Professor. Sexual assault and post-traumatic stress disorder; depression; major and chronic psychiatric disorders; psychodiagnostic assessment; individual and group psychotherapy.

**Robert Kabacoff, Ph.D.**, University of Missouri-St. Louis, Associate Professor. Family assessment and treatment; adult psychopathology; multivariate statistics; computer applications; research methodology.

**Alan D. Katell, Ph.D.**, West Virginia University, Associate Professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; coping with physical challenges; health psychology.

**Joy Kenefick, Ph.D.**, Nova University, Postdoctoral Fellow. Chemical Dependency.

**Maureen Kenny, M.S.**, Nova University, Postdoctoral Fellow. Child clinical.

**Alan J. Kent, Ph.D.**, DePaul University, Assistant Professor. Crisis intervention and short-term therapy, managed health care, community mental health, serious mental disorders, ethics in psychotherapy.

**Robert Lane, Ph.D., ABPP**, New York University, Resident Psychoanalytic Scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis, psychotherapy, and supervision.

**Cynthia Last, Ph.D.**, State University of New York at Albany, Professor. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

**Wiley Mittenberg, Ph.D.**, Chicago Medical School, Associate Professor. Neuropsychology of aging and age-related dementia; memory function in cortical and subcortical dementias; neuropsychology of head injury.

**Doil Montgomery, Ph.D.**, West Virginia University, Professor. Clinical applications of biofeedback; cognitive behavior; cognitive behavior therapy; techniques for chronic and acute pain control; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.

**Timothy R. Moragne, Psy.D.**, Wright State University, Associate Professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

**Helen Orvaschel, Ph.D.**, New School for Social Research, Professor. Child and adolescent affective disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

**Bady Quintar, Ph.D., ABPP**, University of Kentucky, Professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

**Leonard Roth, Ph.D., ABPP**, Rutgers, the State University of New Jersey, Associate Professor. Marital therapy; clinical consultation, administration, and supervision; short-term psychotherapy.

**Barry A. Schneider, Ph.D.**, Columbia University, Associate Professor. Psychodiagnosis and personality evaluation; individual psychotherapy; childhood psychoses; gerontology; borderline personality phenomena; medical psychotherapy.

**Dan Segal, Ph.D.**, University of Miami, Visiting Professor. Diagnosis, assessment, psychotherapy with older adults; structured interviewing, cognitive-behavioral interventions, process and outcome in psychotherapy research.

**A. Eugene Shapiro, Ph.D., ABPP**, New York University, Professor. Analytic psychotherapy; psychological aspects of low back pain; health services delivery systems; third-party reimbursement for mental health services.

**Wade H. Silverman, Ph.D.**, Kent State University, Visiting Professor. Mental Health service delivery systems, health psychology, substance abuse prevention, psychotherapy compliance and effectiveness.

**Edward Simco, Ph.D.**, Nova University, Professor. Applied and computational statistics research services delivery systems; third-party reimbursement for mental health services.

**Vincent B. Van Hasselt, Ph.D.**, University of Pittsburgh, Professor. Behavioral assessment and treatment; behavior therapy for disabled and behaviorally disordered children and youth; behavioral intervention for older adults; behavioral forensics; assessment of violent criminals.

## **Professor Emeritus**

**Leo J. Reyna, Ph.D.**, University of Iowa. Behavior Analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., "trust," "warmth," "empathy," and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.

**Richard Sanders, Ph.D.**, Michigan State University. Psychotherapy, Individual, group, administration.

**Robert Weitz, Ph.D.**, New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

## Part-Time Core Faculty

**Fran Fassman, Psy.D.**, Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.

**Mitchell Gordon, Ph.D.**, University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

**Cheryl Gotthelf, Ph.D.**, Nova University. Forensic psychology; biofeedback; muscle reeducation; pain management; stress management; hypertension; insomnia; headache pain; raynaud's disease; neuropsychology; hypnosis; individual psychotherapy; group psychotherapy.

**Janos Kurucz, M.D.**, University of Budapest, Visiting Professor. Psychobiology; psychopharmacology; neuropathology; community mental health; quality assurance and risk management in mental health centers.

**Richard Levine, Ph.D.**, Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.

**John E. Lewis, Ph.D.**, Syracuse University, Associate Director, Southeast Institute for Cross-Cultural Counseling and Psychotherapy/Instructor. Intercultural psychotherapy and assessment; counseling and psychotherapy of prison populations; psychology of criminal behavior; educational and vocational assessment and counseling.

**Eugene May, Ph.D.**, University of Illinois. Humanistic and existential psychology and group psychotherapy.

**Ronald J. Samuda, Ph.D.**, Ottawa University, Professor. Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

**Alfred H. Sellers, Ph.D.**, Nova University, Coordinator, Computer Lab/Instructor. Applied statistics; research design and consultation.

**Isabel Streisand, Ph.D.**, Nova University. Sex therapy, marital, family and couple counseling; individual and group therapy.

## Adjunct Faculty

**John Anthony**

M.Ed. University of Georgia  
Ed.D. University of Florida

**Betty Badger**

M.S. Barry University  
Ed.D. Nova University

**Sandy Bernstein**

M.A. SUNY at Queens College  
Ph.D. University of Georgia

**Donna Blaess**

Ph.D. University of Iowa

**Stephen Bloomfield**

M.Ed. Springfield College  
Ed.D. University of Massachusetts

**Ann Brandt**

Ph.D. Texas Woman's University

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M.S. Nova University  
Ph.D. University of Miami

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M.Ed. Florida Atlantic University  
Psy.D. Florida Institute of Technology

**Bernard Brucker**

M.A. Eastern New Mexico University  
Ph.D. New York University

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M.S. Florida Institute of Technology  
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Ph.D. Auburn University

**John Carracher**

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Ph.D. Adelphi University

**Leo Christie**

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M.A. University of Wyoming  
Ph.D. University of Arkansas

**John Crocitto**

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**William Day**

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*Licensed Practical Nurse*

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**Susan Donahue, M.S.**  
*Child Case Manager*

**Dana Fishman, M.S.**  
*Child Therapist*

**Aratha Franklin, B.S.**  
*Crisis Clinician*

**John Gerth, L.P.N.**  
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**Amy Gibbons, B.A.**  
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**Marcelle Girolamini-Smith, M.S.**  
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**Leonard Gralnik, M.D., Ph.D.**  
*Psychiatrist*

**Karen Grosby, M.Ed.**  
*Assistant Dean*

**Miriam Guerra, A.A.**  
*Rehabilitation Specialist*

**Arnold Hartman, M.D.**  
*Psychiatrist*

**Loretta Lynn Helms, A.A.**  
*Supervisor, Billing and Accounts*

**Anne Hershman, M.S.W.**  
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*Case Manager*

**Fred Jean, M.D.**  
*Medical Director*

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*Licensed Practical Nurse*

**Cindy Kamilar, Ph.D.**  
*Crisis Clinician*

**Pat Kelley, M.Ed., M.S.**  
*Program Coordinator*

**Bernie Kieley, B.S.**  
*Director of Quality Improvement*

**Bela Kovacs, M.D.**  
*Physician*

**Jack Kuhn, B.S.**  
*Case Manager*

**Brenda Labarrie**  
*Coordinator, Client  
Billing*

**Todd Leone, B.S.**  
*Coordinator of Administrative  
Technology*

**Dorothy Massop, L.P.N.**  
*Licensed Practical Nurse, CTT*

**Michael B. Mattox, M.S.**  
*Master's Program Coordinator*

**Russell McLean, B.S.**  
*Senior Case Manager*

**Paul Morgan, B.S.**  
*Director, Fiscal Management*

**Eloise Muckenfuss, B.A.**  
*Child Case Manager*

**Kimberly Nacarato, Psy.D.**  
*Director, CMHC*

**Mary Noa, M.S.**  
*Dual Diagnosis Coordinator*

**C. Randall O'Donnell, R.N., B.A.**  
*Director of Nursing*

**James Parsons, M.A.**  
*Coordinator, CTT*

**Ruby Powell, L.P.N.**  
*Licensed Practical Nurse*

**Gloria Reasons, M.S.**  
*Master's Program Administrator*

**Katina Rikas, B.A.**  
*Rehabilitation Specialist*

**Judith Roberts, M.S.**  
*Treatment Specialist*

**Anette Sanchez, M.D.**  
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**Bradley Schmucker, M.S.**  
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**Catherine Schnur, M.S.W.**  
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*Child Case Manager*

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**Amber Sharky, M.S.**  
*Senior Case Manager*

**Joyce H. Silverman, M.S.**  
*Master's Program Administrator*

**Norine Smiley, M.A.**  
*Coordinator - SAFE Counselor*



**Nancy Smith**  
*Coordinator of Admissions and  
Special Projects*

**Velma Snipes, B.A.**  
*Case Manager*

**Kim Sterner**  
*Program Manager*

**Monique Stewart, B.A.**  
*Case Manager*

**Branislav Stojanovic, M.D.**  
*Psychiatrist*

**Arlene Stumpff, M.A.**  
*Crisis Clinician*

**Pierre Taschreau, B.S.**  
*Case Manager*

**Ada Troonin**  
*Operations Manager*

**Jeanne Valis, B.A.**  
*Residential Coordinator*

**Nancy Varner, M.S.**  
*Director, Employee Relations/  
Clinical Services*

**Robert Veroline**  
*Vocational Specialist*

**Ileen Wachs, M.S.**  
*Coordinator, Quality Improvement*

**Catherine Waltz, M.S.W.**  
*Family Violence Program Coordinator*

**Laura Weber, M.S.**  
*Assistant Director Geriatric Institute*

**Jason Weisberg**  
*Director, Continuing Education*

**Monica Wilson, M.S.**  
*Treatment Specialist*

**Paul Zislis, M.D.**  
*Psychiatrist*



## Correspondence Directory

<b>Program Information</b>	Center for Psychological Studies Nova Southeastern University 3301 College Avenue Fort Lauderdale, Florida 33314	(305) 475-7550
<b>Admissions Information</b>	Graduate Admissions Office Center for Psychological Studies Nova Southeastern University 3301 College Avenue Fort Lauderdale, Florida 33314	(305) 475-7099 or (305) 476-8960
<b>Financial Aid Information</b>	Office of Student Financial Aid Nova Southeastern University 3301 College Avenue Parker Building, Room 348 Fort Lauderdale, Florida 33314	(305) 475-7411 or toll free (800) 522-3243, Ext. 7411
<b>Housing Information</b>	Office of Residential Life Nova Southeastern University 3301 College Avenue Fort Lauderdale, Florida 33314	(305) 475-7052
<b>International Student Advisement</b>	Debra Puzzo-Borak Office of the University Registrar Nova Southeastern University 3301 College Avenue Fort Lauderdale, Florida 33314	(305) 370-5695 or toll free (800) 541-6682, Ext. 5685
<b>Veterans' Benefits Information</b>	Debra Puzzo-Borak Office of the University Registrar Nova Southeastern University 3301 College Avenue Fort Lauderdale, Florida 33314	(305) 370-5685 or toll free (800) 541-6682, Ext. 5685
<b>Other Nova Southeastern Programs</b>	Office of the University Registrar Nova Southeastern University 3301 College Avenue Fort Lauderdale, Florida 33314	(305) 475-7400 or toll free (800) 475-7400

# Nova Southeastern University Degree Offerings

## Doctoral and Professional Degrees

### Doctor of Business Administration in:

Accounting (D.B.A./Acc.)  
Business Administration (D.B.A.)  
Finance (D.B.A./Fin.)  
Health Services (D.B.A./H.S.)  
Human Resource Management (D.B.A./H.R.M.)  
International Management (D.B.A./I.M.)  
Marketing (D.B.A./Mkt.)

### Doctor of Education (Ed.D.) in:

Adult Education  
Child and Youth Studies  
Computer and Information Technology  
Computer Education  
Educational Leadership  
Health Care Education  
Vocational, Technical, Occupational  
Education

### Doctor of International Business Administration

#### (D.I.B.A.) in:

International Business Administration

### Doctor of Optometry (O.D.)

### Doctor of Osteopathy (D.O.)

### Doctor of Pharmacy (Pharm.D.)

### Doctor of Science (Sc.D.) in:

Computer Science  
Information Science  
Information Systems  
Training and Learning

### Doctor of Philosophy (Ph.D.) in:

Clinical Psychology  
Dispute Resolution  
Family Therapy  
Oceanography

### Doctor of Psychology (Psy.D.) in:

Clinical Psychology

### Doctor of Public Administration (D.P.A.) in:

Public Administration

### Juris Doctor (J.D.) in:

Law

## Specialist Degrees

### Clinical Specialist (C.I.S.) in:

Family Systems  
Health Care

### Educational Specialist (Ed.S.) in:

Computer Education  
Computer-Based Learning Education

## Master's Degrees

### Master of Accounting (M.Acc.) in:

Accounting

### Master of Business Administration (M.B.A.) in:

Business Administration

### Master of International Business Administration

#### (M.I.B.A.) in:

International Business Administration

### Master of Public Administration (M.P.A.) in:

Public Administration

### Public Administration/Coastal Zone Management

### Public Administration/Marine Biology

### Master of Science (M.S.) in:

#### Child and Youth Care Administration

#### Child Care Administration

#### Coastal Zone Management

#### Computer-Based Learning

#### Computer Information Systems

#### Computer Science Education

#### Dispute Resolution

#### Education

#### Elder Care Administration

#### Family Support Studies

#### Family Therapy

#### Gerontology

#### Health Services Administration

#### Human Resource Management

#### Human Services

#### Information Systems

#### Information Technology and Resource

#### Management

#### Management of Quality and Technology

#### Marine Biology

#### Mental Health Counseling

#### School Guidance and Counseling

#### Speech-Language Pathology

#### Training and Learning

### Master of Arts (M.A.) in:

#### Liberal Studies

## Bachelor's Degrees

### Bachelor of Science (B.S.) in:

#### Accounting

#### Administrative Studies

#### Applied Professional Studies

#### Business Administration

#### Community Psychology

#### Computer Information Systems

#### Computer Science

#### Computer Systems

#### Elementary Education

#### Exceptional Education

#### General Psychology

#### General Studies

#### Hospitality Management

#### Legal Studies (prelaw)

#### Life Sciences (premedical)

#### Mathematical Sciences

#### Ocean Studies

#### Physician Assistant

#### Professional Management

#### Secondary Education

### Bachelor of Arts (B.A.) in:

#### Liberal Studies



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